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ABSTRACT

These matrices summarize the content of the certification/chartering requirements established by nine first-round and three second-round implementation states to deliver services in One-Stop Career Centers. Seven areas or dimensions of design/operations are compared. The narrative accompanying the matrices is divided into two sections--a matrix review and a discussion. The matrix review compares and contrasts these certification criteria established by the study states: organization and structure; integration of services; core services; guidance on fee-based services; facility; technology; and outcome/performance measurement. The discussion reflects on the states' varied experiences with certification/chartering requirements and includes information provided by state respondents about what they have learned from that experience, including ideas about what they might have done differently. Attachments include four documents that are detailed examples of the certification approaches used by specific states. The first two summarize North Carolina's and Wisconsin's efforts to develop a statewide vision and implementation framework to guide the development of local One-Stop systems. The final two have been developed by Connecticut and Minnesota as frameworks for assessing local progress in meeting state certification standards. (YLB)

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SOCIAL POLICY RESEARCH ASSOCIATES

OVERVIEW OF STATE CERTIFICATION/CHARTERING CRITERIA FOR ONE-STOP CAREER CENTERS

MATRICES AND FINAL NARRATIVE

January 30, 1997

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A. NORTH CAROLINA: JOBLINK CAREER CENTER CHARTERING CRITERIA A-1
B. WISCONSIN: 1996 JOB CENTER STANDARDS B-1
C. MINNESOTA: IMPLEMENTATION ELEMENTS MATRIX C-1
D. CONNECTICUT: ONE-STOP IMPLEMENTATION PLAN D-1

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AS OF SEPTEMBER, 1996

Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
COMMENTS	Emphasis on local self-determination and autonomy.	Collaborative model stressing broad access via technology.	Emphasis on technology infrastructure which offers the greatest potential for broad program accessibility.		Technology key component of state's vision for delivery of services.	Competitive model: categorical funding streams have been consolidated at the state level.
I. Organization & Structure						
A. Entity Responsible for Chartering	One-Stop Council will provide ongoing operational oversight of center systems and programs including certifying.	Connecticut Employment and Training Commission, Connecticut Department of Labor (CTDOL), and the Regional Workforce Development Boards (RWDB) are jointly responsible for One-Stops.	Department of Workforce Development (DWD) is the focal point for unified administration. DWD is responsible for coordinating statewide implementation and oversight activities.	JTPA & ES recently merged into a single agency called Iowa Workforce Development. Iowa Workforce Development agency is responsible for the chartering of centers.	Governor's Workforce Investment Board is grant recipient in collaboration with the Department of Labor, Licensing and Regulation (DoLLaR).	MASSJOBS Council is responsible for fiscal oversight. Works in partnership with Regional Employment Board (REB) and local operator.
B. Required Local Partners	ES JTPA UI Title V of the Older Americans Act Veterans' Services ES, UI, JOBS programs are all in the Department of Economic Security.	ES JTPA UI RWDBs	ES JTPA UI Veterans' Services Title V of the Older Americans Act Family & Social Services's (FSS) JOBS, FSET, and Vocational Rehabilitation programs.	ES UI JTPA Vocational Rehabilitation Local partners must promote single identity. Note: Iowa is currently creating a One-Stop delivery system based on competition among prospective local service providers.	ES UI JTPA Community Colleges JTPA and ES are located in same department (DoLLaR).	Eligible bidders to operate centers include public agencies, community colleges, not-for-profits, or consortia of groups.

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C. Co-Location of Partner Agencies		Co-location with RWDBs and other state partners including the Department of Education and Department of Social Services is encouraged but not required.	Co-location is required for ES, UI, JTPA. State encourages the co-location of FSS services.	Co-location is the vision but is not required in order to accommodate rural areas.	Co-location is not required so long as articulated referral mechanisms are in place.	
D. Required Programs	All ES (including migrant/seasonal farmworker, alien employment certification and veterans' services), JTPA, UI, LMI, Population Statistics, and Title V of Older Americans Act. Optional programs include School-to-Work, Tech Prep, Adult Education and Carl Perkins.	Core USDOL funded programs must all be available on-site.	All ES, UI and JTPA programs will be provided on-site. Other services to be accessible (via application, delivery, and/or information) through One-Stops include Title V, Older Americans Act, Vocational Rehabilitation, AFDC, Food Stamps, JOBS and FSET work programs.	ES, UI, JTPA, Veterans' Services, Title V of the Older Americans Act, JOBS, Vocational Rehabilitation. The JOBS program is jointly administered by ES & JTPA.	ES, UI, JTPA Veterans' Services, Apprenticeship, TAA	Core services for job seekers and employers are defined by functional areas of service delivery not by program affiliation.
E. Planning Process	Local plans developed by governing committees.	Partners must sign memorandum of agreement to participate in the center. A physical location plan which outlines the center's outreach and marketing strategies and identifies any satellite sites is required. Partners must also clearly define how their services will be integrated to best meet customer needs.	SDA must submit One-Stop plan - jointly developed by SDA, state workforce development agency and partner managers and staff. Plan must be approved by PIC, Chief Local Elected Official and representative from the Workforce Partnership and School to Work Planning Coalition.	Partners must develop shared mission statement and system goals, joint system plan, staffing plan and budget.	Local planning and management team responsible for accountability and policy guidance for all One-Stops. All local partners must be involved in plan development and the submittal process.	Bidders must submit business plan with start-up strategy and plans to phase in operations, organization chart, operating calendar, budgets, and memoranda of understanding (if any).

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Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
F. Local Advisory Bodies	Local Governing Committees are established in each area. They must have representatives from the six core programs and any other partner in the center. In addition, one employer member must be appointed for every core member (one of which must be from a small business). Representatives of post-secondary and secondary education and labor must also be included.	Regional Workforce Development Boards (RWDB) are established in each SDA to: -Assess regional needs and priorities -Provide planning and coordination of E&T programs with the CTDOL regional office -Develop an annual plan and review grant proposals and plans submitted to state agencies for E&T service provision.	A local One-Stop Advisory Committee which consists of representatives from state workforce development agency, SDAs, Employee Union, Economic Development, AFL-CIO, and other state agencies and customer groups must be established. At the SDA level, PICs, which are encouraged to expand their membership, serve as policy boards.	Local Employer Committees, Private Industry Councils and Implementation Teams function in advisory roles. HRIBs, required by state legislation, will be operational in '97 on a regional basis to coincide with labor market areas.		
G. Structure for Local One-Stop Administration	Local governing committees will be responsible for overall system administration. -Policies/procedures -Implementation -Meeting performance standards -Meeting customer satisfaction goals -Identifying customer needs and related services.	A Management Committee formed under the joint leadership of the CTDOL and RWDB oversees the full development and day to day operations of the center.	PIC, ES, and UI are jointly responsible for the implementation grant fund application and the administration of those funds.	All partners must participate in the center's operation and management, contribute resources, and form a management team or designate a single center manager.	A local Planning and Management Team comprised of the PIC Chair, Job Service Manager, SDA Director, local community college representative, and one additional employer, provides accountability and policy guidance for all One-Stops.	Regional Employment Boards charter center operators. REBs provide policy and service oversight to ensure high quality service delivery, achievement of performance outcomes, and efficient use of public dollars. Operators must pay a chartering fee to the Regional Employment Board.

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Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
II. Integration of Services						
A. Customer Flow		State requires that a "greeter" be on duty at all times, positioned to cover all public entry points. To ensure efficient client flow, staff members should be cross-trained and able to provide a wide variety of services.	Must have plans to re-engineer the operational work flow and enhance the office layout to promote self-service concept.	Must develop common functional areas of core services, reception, intake, assessment, and a combined information center. Partners will actively pursue the integration of services delivered through functional teams.		
B. Orientation		Must conduct a regularly scheduled group orientation on available center services and how to use them.				Must provide orientation to One-Stop career center services.

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Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
C. Intake/Eligibility Screening	State is developing single automated intake process which all centers will use. Currently, all staff must be crossed trained in this area.	State requirements include: -Core staff on site familiar with intake procedures of all programs -Common intake form for all common elements -Clear process for timely eligibility assessment for all programs -Core staff understands and can explain eligibility options of all programs	Automated single intake for ES and UI.	Must have a single application and intake process for all the services available within the local system. An on-line common intake system will be piloted starting July 1, 1997. Use of this system will be required in all centers.	Automated eligibility screening is performed for the following programs as part of the State's CareerNet system: ES JTPA Title V of the Older Americans Act UI Adult Education Pell Grants Veteran Services	Eligibility for: JTPA UI Veterans' Services Title V, Older Americans Act.
D. Referral to Additional Services		Must provide referrals to support services and education and training resources for basic skills, entrepreneurship skills and technical and occupational studies.		Must have process for referring customers to appropriate services available outside of system. Community-based organizations have monthly coordination meeting to discuss programs.		Must provide prescreening for public financial assistance and subsequent referral. Referrals also made to employers, employment and training providers and other workforce development resources.
III. Core Services						

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Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
A. Information Services	Must provide information on: careers, education and training providers, job openings, labor market, job search assistance, hiring requirements. May include information on public assistance (FS, AFDC) programs and other public resources (Head Start, Job Corp, housing assistance etc.).	Resource library should provide access to : -On-line job listings including America's Job Bank. -Talent Bank in four pilot areas. -LMI -SOICC -MICRO-OIS	Information Resource Area with dedicated staff includes information on: careers/ occupations, apprenticeships, LMI, job openings, availability of employment and training programs, income support, financial aid, and assisted services (job seeking skills, testing, etc.)	Must have resource center that is designed to provide services to customers on a self-directed basis. Must have as much information as possible on employment and training related services provided in the community. Staff will be available to provide limited assistance.	Individuals can obtain information on education and training opportunities in the state and locality, as well as financial and other support resources. Information must also be provided on employment and training programs, UI, workers' compensation laws, and registration procedures.	One-Stops must provide orientation, self-directed job and training search, resource library, on-line job listings, Talent Bank, LMI, information about government funded training programs, UI and work comp laws, employment and training provider listing, and a listing of human service programs and resources.
B. Assessment Testing	Pilot project is underway to implement a statewide standardized competency-based assessment system which all centers will use.	Interest inventories and testing for basic skills, specific math abilities, performance levels and occupational aptitude testing (GATB) required on-site.	Currently, tests which are approved for use include the TABE, CAPS, COPS, COPES, and the GATB.	Tests are administered on an as-needed basis, as determined by the counselor and client. A variety of tests must be made available in each center.	Automated self-assessment and computerized skill inventory provided by state. Must provide staff assistance in resource centers for using and interpreting assessment tools.	State requires use of TABE locator, Work Keys, Occupational Aptitude Testing.
C. Career Planning	Must provide information on occupations in demand including starting wages, fringe benefits, openings per year and expected number of openings. Interest inventories will be administered based on needs assessment.	Centers must provide access to career and occupational information.	Centers must make information available via computer, video, paper copy, 1-800 phone number for the Indiana Career & Post-secondary Advancement Center and face to face. Assessment must be tailored to individual needs.	A sub-system of the state's CHOICES system (Career Decision Making) will be used by all centers.	State provides CareerNet Visions - career information, qualifications, interests, abilities.	Centers must provide career development and transition overview as well as an overview of education and training options, aptitude testing.

Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
D. Service Planning & Case Management		State requires local sites to establish a clear definition of case management and to strengthen & clarify the relationships between program-based or organization-based case managers. Cross agency and cross program case management of each customer is a goal of the system. It is not required at time of implementation.	Case management services will be provided for customers enrolled in eligibility-based programs.	Joint case management of JOBS clients required. An integrated intake and case management system is under development for use by all sites.	Integrated intake and case management will receive attention in second year.	Sites must provide one-on-one interview, customer action plan, follow-up and tracking.
E. Job Referrals/ Job Placement Assistance	ES staff will be responsible for labor exchange (job development/placement). Employability skills training, access to job orders, self help job search materials, books and periodicals on job finding techniques and access to help wanted ads must be made available to customers.	-Placement assistance -Relocation (Dislocated Workers) -Workshops -Job search support -Labor exchange services -Kiosks -Talent Bank	Job search skills (application, resume, etc.) and job information (openings, wages, hiring requirements) will be available in various media formats. Emphasis on self-serve.	-Access to ALEX -Employment readiness -Job seeking skills -Job placement services	ALEX - on-line job information (PC based), on-line job search assistance, other labor exchange services.	Customers must have access to the MASSJOBS web site through which information on job-seeking skills, resume development, job clubs, job fairs, and job placement can be obtained.

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Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
F. Employer Services	The state requires Resource Rooms for employers for the provision of interviewing, dislocated worker services and LMI exchange.	-Marketing/Contact plan -Common employer intake -Labor exchange services -Business services information -Tax credit programs -Rapid response unit -Consulting/TA -Business agents -Brokering/case mgmt. -Apprenticeship -Contracting for workplace based training (OJT, Customized)	-Referral of qualified applicants -Job/task analysis -Statewide recruitment for hard to fill positions -Seminars (at least annually) -Talent Bank -Automated labor exchange -LMI -Interviewing facilities -Information on employment related laws (ADA, UI, etc.) and business assistance programs.	-Labor market information -Job orders -Business consulting -"Work Keys" -Labor exchange -Rapid response to planned large-scale layoffs.	XELA - on-line search of suppressed applicant files. Dial in information bank on labor force data, job descriptions, applicants, program information designed for employers. Expanded employer services will receive attention in the second year.	Broadly defined: outreach, front desk assistance, one-on-one interview, customer action plan, applicant screening, referral services, information (Job and Talent Bank, LMI and other services as listed in Section III. A).

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IV. Guidance on Fee-Based Services	Local centers must be responsive to the customers' changing needs and adapt services as necessary. A fee may be charged for some services.	Required employer services are currently state subsidized. May transition to a fee-for-service basis if the demand is there.	Additional employer services under consideration.	The state has developed a list of services which may become required.	Local areas can develop workshops, etc. Fee for service options not yet articulated.	The state has developed a list of approved fee-based services. The services are chosen by the local REB and operator. Three percent (3%) of gross profits must be paid to REB. *Jobseekers* (examples) -Career counseling and planning -Day care/transportation -Entrepreneurial training *Employers* (examples) -Human resource consulting -Reference/background checks -Internship management
V. Facility						
A. Physical Location		Sites are selected based on space requirements, accessibility to public transportation and parking.	Must have information resource area with open access. At a minimum, there must be one full-service center in each SDA.		Local areas nominate sites. Accessibility, parking, space sufficiency and quality, and public image must be considered.	

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B. Layout		Must have ability to reconfigure as changing conditions dictate. Must have separate career services area, centrally located help desk and children's corner (waiting area with things to occupy children).	Established guidelines for office appearance comprised of six standards: -customer comfort -customer convenience -customer privacy -customer respect -service reliability -quality assurance		Depends on host agency. Local flexibility.	
C. Signage/Logo		Signage must conform to state standards. Statewide system logo must be used by partners.		Partners must use single logo and letterhead statewide and have uniform signs.	Low priority at this time.	State approved logo and standard name must be used.
VI. Technology	All local center hubs (automated connectivity points through which statewide communications will be linked) must be established within the first six months of center operation.	Automation plans must be formulated by each local area. Site surveys must be completed.	Focus on self-service through automation. Automated intake already in place. Integrated information system being implemented. Has established minimum equipment, software and materials requirements for Information Resource Area (IRA). (Developed comprehensive guide for local areas to use in selecting the multi-media items required in the IRA)	Must establish resource centers using the state labor exchange system (ALEX). Integrated intake and case management system under development for use by all sites. LMI and Data Center systems will also be made available for local use but are not required.	CareerNet is a state-owned technology-based delivery system that all sites will use. Four components: -Automated Personal Access (customer record/file) information entered only once -Job Finding -Career Exploration -Customer Development	Internet web site must be used: (www.masscareers.state.ma.us). State Job Bank, Talent Bank and LMI must be used. All are accessible through the web site.

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Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
VII. Outcome/ Performance						
A. Measuring Customer Satisfaction	Annual surveys, questionnaires and customer satisfaction cards must be used to assess areas of : -Meeting customer needs -Center operations -Facilities -Fair & equitable treatment	Must have plan in place to : -Collect key data -Use customer satisfaction information -Delineate continuous improvement strategies	Local Managers and One-Stop facilitators trained in TQM. Questionnaires, phone surveys, comment cards and focus groups will be used to assess quality of services.	Must develop "on-going" system of customer feedback for continuous improvement. -Customer advisory groups -Surveys -Suggestion boxes	Increased customer service is focus. Rating card utilized for those using CareerNet.	Goal set at meeting or exceeding customer expectations 100% of time. Recovery strategy must be in place for those customers who do not have such perceptions.
B. Measuring Other Performance Outcomes	Benchmarks and standards have been developed for each of the major topical areas of universality, customer choice and integration for the first year of operation. Consequences for failing to meet performance standards may include: -Technical assistance or problem solving sessions -Loss of incentive funds -Probation	Outcome measures are in place. Information is analyzed at the state level and a quarterly report card is issued to each center that shows their performance related to established state standards. The report also offers the ability to compare centers to each other.	Under development.	Comprehensive system of measurements, currently in draft form, which address the following areas: -Equity and access -Outcome/output -Program management -Customer value -Community value -Analysis, including continuous improvement -Return on investment	-Increased customer utilization -Increased employer utilization -Increased labor market penetration -Increased life-long learning -Greater agency participation/coordination	Priority on quality standards of: timely service, treating customers with respect, repeat business, surpassing customer expectations, meeting needs, continual improvement.

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Requirements	Arizona	Connecticut	Indiana	Iowa	Maryland	Massachusetts
VIII. State Contact Personnel	**Karen Westra** Department of Employment Security 1789 W. Jefferson Site Code 901A Phoenix, AZ. 85007 Tel: 602-542-8136 Fax: 602-542-2273	**Lynn Dallas** Connecticut Department of Labor 200 Folly Brook Blvd. Wethersfield, CT. 06109 Tel: 860-566-2533 E-Mail: lynn.dallas@po.state.ct.us	**Gary Connelly** Department of Workforce Development Indiana Govt. Center South 10 N. Senate Ave Indianapolis, IN. 48204-2277 Tel: 317-232-8087 Fax: 317-233-4793	**Mike Wilkinson** Iowa Workforce Development 150 Des Moine St. Des Moine, IA 50309 Tel: 515-281-9334 Fax: 515-281-9033	**Gary Moore** Department of Labor, Licensing and Regulation 1100 N. Eutaw St., Rm 310 Baltimore, MD. 21201 Tel: 410-767-2800 Fax: 410-767-2842	**Karin McCarthy** Massachusetts One Stop Career Center Office 99 Chauncy St., 6th Fl. Boston, MA. 02111 Tel: 617-727-6641 Fax: 617-727-6649

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
COMMENTS:		Local areas apply for center charters which entitle them to access state electronic systems, capacity building training, marketing materials and an opportunity to apply for Innovation Funds.	Primary responsibility for setting chartering standards and terms is placed at local level. State is using Malcolm Baldridge national Award criteria as framework for guiding local workforce development boards in creating standards based on state established vision statements.	Emphasis on locally driven and locally designed technology based One-Stop systems.	Plans which reflect a larger number of programs integrated into the One-Stop system will be given priority for future funding.	Has developed Functional Standards (how partners will coordinate services and how services will be provided) and Service Standards (which services will be required).
I. Organization & Structure						
A. Entity Responsible for Chartering	Minnesota Department of Economic Security (MDES), Workforce Center Systems, is responsible for site certification. MDES makes recommendations to the Governor's Workforce Development Council.	The One-Stop Executive Team comprised of state level division directors, makes recommendations to the Missouri Training and Employment Council.	Workforce Development Boards (WDBs) at the local level have chartering/certifying responsibility for centers. See Section I.F. for more information on WDBs.	One-Stop Standing Committee of the Governor's Human Resource Investment Council (HRIC) has primary oversight authority.	The Texas Workforce Commission is the approval body. This newly-formed agency is responsible for ES, UI, JTPA, welfare-to-work, vocational rehabilitation, adult education, and a variety of related programs.	Human Resource Investment Council is responsible for planning and standards development/approval. JOBS, Vocational Rehabilitation and DOL programs are all in the Department of Workforce Development.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
B. Required Local Partners	ES JTPA Services For the Blind Rehabilitation Services Encouraged to become partners: -School to Work -JOBS -Community Action -Displaced Homemaker	ES JTPA Dept. of Higher Education Dept. of Elementary and Secondary Education Division of Family Services	ES UI Veterans' Services JTPA Community Colleges Vocational Rehabilitation School-to-Work (JobReady) JOBS (Work First)	ES JTPA/EDWAA/Title II UI Veterans' Services Title V, Older Americans Act *And* at least 3 of the following four partners: -JOBS/FSET -Adult Basic Education -Vocational Education -2 yr. public college	ES JTPA UI Veterans' Services Title V, Older Americans Act Trade Adjustment Act (TAA). See also section I.D.	Minimally: -Job Service -Technical College -JOBS Administrative Agency -JTPA Administrative Agency
C. Co-location of Partner Agencies	Services must be co-located.		All key agency partners must be co-located in a single facility that is accessible to all customers.	Co-location is not required. Vision includes utilizing single site One-Stops and "no wrong door or phone call" designs in which partners are linked through technology.	Co-location of core partners required.	No mandate to co-locate. Can use technology systems.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
D. Required Programs	ES, Dislocated Workers, Veterans' Services, Reemployment Insurance, JTPA, Title V of the Older Americans Act, Vocational Rehabilitation and Services for the Blind.	ES, UI, JTPA - Title II, Veterans' Services, Title V of the Older Americans Act.	***On-Site:*** ES, Veterans' Services, JTPA - all titles, Title V of the Older Americans Act, UI (basic initial claims), Worker Profiling, FSET, Work First (JOBS), Adult Basic Education, Vocational Rehabilitation, Job Corps Recruitment, Student Financial Aid, School to Work. ***Possibly On-Site or Linked:*** UI (beyond basic initial claims), Adult Basic Education, Occupational Training including Carl Perkins Vocational Education, School-to-Work (JobReady K-12), Indian and Native Americans, Migrant and Seasonal Farm workers, Apprenticeship, Economic Development, Human Resource Development and Community Based Organizations.	Must include DOL-funded programs administered by partners identified in section A above. In addition, One-Stops must include 3 of the following programs: -JOBS/FSET -Adult Basic Education -Vocational Education -2 yr. public college	By end of first year, must: 1) have full presence and access to ES, JTPA, TAA, UI, Veterans Services, and Title V of the Older Americans Act, and 2) submit plan to provide full presence of FSET, JOBS, Adult Education, Literacy, post secondary funds available for customized training, and School-to- Work.	JOBS, JTPA, ES, UI, Carl Perkins, VEA, Adult Education Act funded programs.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
E. Planning Process	Plan jointly developed by mandatory partners. Plan must identify: service provision, facility location, who the partners are and when standards will be met.	Local PIC reviews business plan developed by a local interagency team and submits it to the state for center chartering.	Agencies preparing to operate a center must provide the core services, meet the technology requirements, and must meet local chartering criteria set by the Workforce Development Board (WDB). WDBs submit plans for implementation grants to the state. First round implementation sites must charter a center by January 31, 1997. Second round implementation sites must charter a center by November 30, 1997.	Localities must submit a multi-county proposal. The combined population of the counties must exceed 200,000. Single counties with populations of 800,000 or more also qualify. It is acceptable to cross SDA lines, if mutually acceptable to all partners. Subrecipients must provide direct or in-kind match of 10% of implementation grant funds received, not to exceed $40,000.	Local partners must submit a three (3) year plan which has been reviewed by the local advisory body. No individual agency/program has presumptive lead agency responsibility for preparing the plan. All must contribute.	*Functional Standard*: A local collaborative planning team (LCPT) comprised of partner agencies is responsible for developing SDA-wide plans. The LCPT reviews/offers input on official program plans of the participating agencies. Core coordination document submitted to state for implementation dollars.
F. Local Advisory Bodies	Local workforce investment boards may be set up to facilitate regional planning.	PICs utilize various advisory bodies for different facets of operations.	Workforce Development Boards replace PICS.		Must have advisory body consistent with the grant application that meets on quarterly basis unless a local Workforce Development Board has been formed.	Local areas may have employer/job seeker or Partnership for Full Employment (welfare-to-work) advisory groups.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
G. Structure for Local One-Stop Administration	Chief Local Elected Official (CLEO) and Workforce Council (PIC), as equal partners with MDES, govern local area. Responsible for selecting administrative entities, grant recipients, program operators, joint planning for JTPA, collaboration for all services and evaluation.	The PIC is the main conduit for interaction with the state. Since there are no implementation dollars awarded to local areas, there is no fiscal agent. PIC must have representative from JSEC on the Council.	PICs will be replaced by WDBs. WDBs will be required to have independent staff supported by multiple funding sources. WDBs will be responsible for all employment and training efforts in the One-Stop area, including center chartering and oversight, and coordination with the School-to-Work Council. Center management structure will be determined locally.	Governing body must include representatives from all programs included in the One-Stop system and the following stakeholders: A JSEC member, worker customer, business, organized labor, local elected official (LEO) and non-mandatory participating programs. Team is responsible for oversight and monitoring of implementation and the meeting of program performance standards.	The Chief Elected Official has the option of forming a local Workforce Development Board (WDB)(SB 642/HB 1863) or a Local Advisory Council (LAC). A WDB would be responsible for the creation of centers and the monitoring and evaluation of centers, other E&T providers and vocational and technical education programs.	Local Collaborative Planning Team is required at SDA-wide level. Center governance is locally determined. HRIBs should be in place by July of 1997.
II. Integration of Services						
A. Customer Flow		There is local discretion as to the level of co-location and integration of services based on what makes the most sense locally. Locals must reduce duplication and show evidence of "no wrong door" or seamless delivery.	There is local discretion as to the level of co-location (i.e., full or part-time, number of staff) and integration of services based on what makes sense locally. Centers are encouraged to reduce duplication, move toward seamless delivery of services, and cross train staff to ensure customer needs are met.		Design and customer flow must reflect choice for customers by demonstrating that the 3 tiers of service are being provided: 1) Information/Self Service 2) Job Search Assistance/UI 3) Specialized Services	

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
B. Orientation					Orientation information on all services must be made available to all customers, on a regular basis, without reference to confusing program rules and regulations.	
C. Intake/Eligibility Screening	A menu of services must be made available to all customers.		A common application process and management system is under development and will be used in each center. The common intake system will be linked to existing legacy systems for transfer of data. Additional information need only be collected based on customer need for services.	A prototype form is being developed for internal information gathering, not for program purposes. This information will be gathered once. Additional information may need to be collected depending on program application.	Must provide menu of services, have staff who are trained to identify customer's likely eligibilities (until a state system is developed to handle this) and share intake information if appropriate.	***Functional Standards:*** Customers may identify appropriate services for themselves through the use of a "menu of services." Intake information collected by one agency must be made available on a "need to know" basis to all other partner agencies.
D. Referral to Additional Services	Comprehensive Referral Network: databank of all community services and organizations and eligibility information. Ability to transfer data as requested to linked agencies.		If services are not available at the center, then the center will provide information and referral to the available services, and facilitate the customer accessing the services.	If services cannot be provided directly, then the system must provide complete information on the services available and facilitate the customer in accessing those services. An automated community resource file is currently under development.	It must be demonstrated that the center has timely and efficient referral process in place and is attempting to provide direct access to as many employment related services as possible.	***Service Standard:*** Centers must provide information on qualifications for access to local education and employment and training services in community. ***Functional Standard:*** Centers must be able to refer customers to appropriate services whether available on-site or elsewhere in the local area.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
III. Core Services						
A. Information Services	State provides database of national education and training programs, resource center (career/occupational information), LMI, consumer reports and information on long and short term training programs, and job skills requirements.	Must establish resource rooms which offer a wide array of public information and provide self-service customer access.	Must provide information on employment and training options, consumer rating guide on training programs, LMI, job openings, apprenticeship opportunities, Earned Income Tax Credit, and community resources for related human services (i.e., child care, dependent care, housing, and transportation).	Must provide the following: 1. Customer friendly labor market and career information. 2. Information on the initial eligibility requirements of programs in the community. 3. Information on job openings.	Resource Center must have the following: Minimum information for students and job seekers: job openings, career exploration, LMI, training opportunities, educational opportunities and consumer information. For employers: LMI, customized services, and Texas Workforce Commission's Job Express.	***Service Standard:*** Centers must provide information on job openings and associated qualifications and application process, careers, labor market, available local employment and training programs and their placement related performance, and eligibility requirements for community programs.
B. Assessment Testing	Eligibility based: Must provide proficiency (skill levels), aptitude, interest, work samples, temperament, personality and other if needed.	Instruments used must include or be linked to current and projected job opportunities in the local or regional labor market.	Centers must offer a common assessment process to customers. Partners in the center agree to a common set of assessment tools and honor the test results obtained by partner agencies.		Must reduce duplication and limit use of testing instruments to a list of mutually agreeable ones.	***Service Standard:*** Academic, skills, aptitude testing must be made available (may be provided on fee basis). ***Functional Standard:*** Partners must agree on tools; staff must understand tools; test results must be shared; testing must be non-redundant.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
C. Career Planning	State computer-based career information system must be available to all customers.	State-provided PC-based system (Missouri CHOICES) must be available for customer use. At least one professional (Master's Degree) career counselor must be available to assist staff in responding to the career development needs of customers.	A self-service career resource area (room) must be set up in each center. The resource room will provide labor market information, career development information and other information based on local need.		The use of state systems—CARES, for new workers, and RESCUE, for dislocated workers—are required, at a minimum. Career counseling must be accessible or provided on-site.	Centers must use automated Career Visions system and meet state requirements for provision of up-to-date career, occupational, and labor market information.
D. Service Planning & Case Management	Case management services are program specific: JTPA, Vocational Rehabilitation, Services for the Blind, Veterans' Services.		Customers will determine whether and how much case management is appropriate. However, where specific programs require customers to have case management, the level of case management will be determine jointly by the customer and program agent.	An automated integrated customer information system is being developed.	Must develop common format for customer's service plan.	***Functional Standard:*** Centers must develop common format for customer's service plan for eligibility-based programs.
E. Job Referrals/ Job Placement Assistance	Job Service is responsible for: job development, job listings, and job match for all workforce programs. Available services are: job listings, hiring requirements, job seeking skills, employer profiles, job matching, LMI.	Full service centers must provide job search assistance, resume development, job opening information, job referral and placement services. State-provided PC-based Missouri WORKS system must be available for customer use.	A customer may choose between self-placement and assisted placement.	Ohio's automated skills-based job matching system is considered to be the primary matching tool for One-Stops. Staff assistance is available but system is designed for self-service use.	Local areas are required to provide access to the job bank, LMI, job seeking skills, and job referrals.	Centers must offer assistance with job seeking skills (resumes, search strategies, interviewing skills). Centers must make information on job openings, qualifications and application processes available (JobNet).

OVERVIEW OF STATE CERTIFICATION/CHARTERING CRITERIA FOR ONE-STOPS
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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
F. **Employer Services**	Library, seminars, skill-based job seeker pool, ADA compliance information, economic linkages, rapid response (dislocated workers), employer tax and registration services, subsidy information (OJT/Customized). Must develop account rep. system for marketing to employers.	A member of the One-Stop staff must be knowledgeable about employer services and must coordinate employer contacts to assure there is no duplication.	Recruitment assistance, clearinghouse for training information (including apprenticeship programs, customized training, upgrade training, and workplace literacy). Unemployment insurance information, tax credit and other incentive information. filing of job orders, LMI, rapid response information for layoffs and facilities closings and outreach.	Ability for employers to place job orders directly into Ohio Job Net is being developed. Will be required in all One-Stops.	Plan must be in place to limit duplicative contacts with employers for job order solicitation and to show how employer contact information will be shared. **Services:** -Recruitment, testing, screening and referral of qualified job applicants -Incumbent worker training -Incumbent worker testing -Task analysis and job restructuring assistance	***Service Standard:*** Centers must offer up-to-date, easy to understand LMI réports/information. ***Functional Standards:*** Centers must provide/ensure: -Common menu of center services. -Joint marketing of services regardless of agency affiliation -Non-duplicative employer contact -Information on employer contacts shared -Shared job openings -Linkages to economic development organizations
IV. **Guidance on Fee-Based Services**	The following employer services must be provided, possibly on a fee-based arrangement depending on local resources: -Employer requested testing/screening -Business plan development -Workforce skills assessment (incumbent workers)	Task analysis or job analysis for employers has been identified by the state as a desirable optional service to offer.	Up to local Workforce Development Boards.		Local options to bring in other services or programs appropriate for their area.	Fee-for-service pilot project currently underway in Waukesha.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
V. Facility						
A. Physical Location	Demographics must support choice of site. Single lease is goal. ADA conformance required.	Must have at least two full-service customer access sites within each SDA unless local planning justifies a single site (full-service sites, at a minimum must provide all DOL-funded program services on-site). Must have three satellite site locations as well.	At least one full-service center (chartered) will be required within each service area.			Any facility must meet state building standards. Each SDA must have two fully operational centers that meet all service standards and 85% of the functional standards by June of 1998.
B. Layout	Must have a common reception area and resource center. Design should reflect integrated use of space in conference, testing, classroom, break room and storage areas.	Workshop facilities must be available for career development and job seeking skills training.	The facility should have a different look and feel than the normal key partners' facilities. The facility should allow for ease of use for self-service and resource room services and information.			
C. Signage/Logo	Must conform to state guidelines.	Chartered centers must use state standardized logo and marketing material.	Chartered centers will use common signage and logo (JobLink Career Center).	The state has developed a logo which will be used to signify "certified" One-Stop sites. Local areas may develop their own logo as well.	Local flexibility in developing logo and name. State "certification" logo can only be used by centers who have met chartering criteria.	Local flexibility in developing logo and center name. State in the process of developing job center seal which can be used in conjunction with local designs.

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
VI. Technology	Technology plan must be completed based on shared data lines, network resources and servers. Must have common telephone system.	Microcomputers and printers with Missouri CHOICES and Missouri WORKS must be available for customer use. Specifications for the purchase of hardware are defined to be consistent with the demands of bringing ALMIS on-line and accessing the Internet.	Centers will use a common personal computer data system linked to the statewide mainframe network. JobLink Career Centers will utilize statewide labor market information (Human Resource Information System), NC Careers, Job Information Systems (ES), common intake and case management system, and other computer programs to assist the customers.	One-Stops must utilize statewide information system for certain programs, specifically UI, ES and JTPA. Connection to statewide network is being provided to localities by the state. State is also providing e-mail and improved LMI systems. Localities may provide other systems and software. State is also developing customer information system to provide access to customer information stored in several state systems.	Plans must reflect coordinated and effective use of the available technology and resources such as: -Toll free numbers -User-friendly service terminals (access data bases through the Texas Workforce Commission) -Public access TV channels -Computerized eligibility screening (DHHS).	State provides automated job listing system, Career Visions and menu of service capability on Job Net. The state is currently piloting a statewide case management system. An employer records system is also being developed. Local areas may develop center systems (client files, interoffice communications). State defines minimum standards for hardware purchases

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OVERVIEW OF STATE CERTIFICATION/CHARTERING CRITERIA FOR ONE-STOPS
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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
VII. Outcome/ Performance						
A. Measuring Customer Satisfaction		Recently approved measures will be implemented throughout the state.	Customer satisfaction data must be used to support continuous improvement efforts. Approaches to be used include follow-up contacts, focus groups, annual survey, employer and community needs assessments and customer interviews & rating sheets.	Plan to measure employer and job seeker satisfaction in the areas of awareness, convenience, service features, service quality, and courtesy.	Customer Exit Survey pilot-tested for a two week period and analyzed. Revisions to survey are ongoing. Customer satisfaction exit survey recommended to be utilized on a quarterly basis at all sites.	-Focus Groups (Employer/Job Seeker) -Taxpayer phone survey state-wide -On-Line (Job Net) survey of Job Seekers -Employer mail survey is ongoing. -Phone survey of targeted job seekers.
B. Measuring Other Performance Outcomes	Workforce service areas must adhere to standards set by the Governor's Workforce Development Council and local standards.	Local interagency team must identify what local indicators/outcomes are being planned or are already in place to assure the center is meeting local customer needs and expectations.	The WDBs and State will have outcome and performance measures that address customer expectations.		Core outcome measures applied to all sites in first year: -Entered Employ. Rate -Earned Gains Rate -Employment Retention -Educational Achievement Rate -Access/Equity Measures Second and third year: -Customer Satisfaction -Program Advancement Measure -Skill Attainment Measure	The following measures are still in the planning stage: -Job Placement -Earnings -Retention -Employer participation -Job Readiness Skills Acquisition -Support Service Usage -Service Equity

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Requirements	Minnesota	Missouri	North Carolina	Ohio	Texas	Wisconsin
VIII. State Contact Personnel	**Mary Ellen Novotny** Minnesota Department of Economic Security 390 N. Roberts St. St. Paul, MN. 55101 Tel: 612-296-3505 Fax: 612-282-6927 E-Mail: mnovotny@ngwmail.des.state.mn.us	**J. Clinton Flowers** Missouri Department of Economic Development P.O. Box 1087 Jefferson City, MO. 65102 Tel: 573-751-7897 Fax: 573-751-6765 TDD: (800) 347-8699	**Roger Shackleford** Office of the Governor Commission on Workforce Preparedness 116 W. Jones St. Raleigh, NC 27603-8001 Tel: 919-715-3300 Fax: 919-715-3974	**Jean Sickles** Ohio Bureau of Employment Services 145 South Front St. Columbus, Ohio 43215 Tel: 614-728-8107 Fax: 614-728-9094	**Barbara Cigainero** Texas Workforce Commission/One-Stop Systems 101 E. 15th St. Austin, TX. 78778-0001 Tel: 512-463-7747 Fax: 512-463-8547	**Gary Denis** Department of Workforce Development/Bureau of Performance Outcomes 201 E. Washington Ave. P.O. Box 7944 Madison, WI. 53707 Tel: 608-266-6886 Fax: 608-267-0330 E-Mail: denisga@dwd.state.wi.us

OVERVIEW OF STATE CERTIFICATION/CHARTERING CRITERIA FOR ONE-STOP CAREER CENTERS

BACKGROUND OF CERTIFICATION STUDY

Objective

Federal guidelines for the development of One-Stop service delivery systems have embraced the general goals of *universality*, *customer choice*, *integration of services*, and *performance-driven systems*. The sixteen initial implementation states have been given substantial discretion in how to achieve these goals. As part of the process of defining what an effective delivery system would look like within this federal framework, the states have developed "certification" or "chartering" criteria that specify the types of planning processes to be followed, the services to be offered, and how services are to be delivered in a One-Stop environment.

Social Policy Research Associates (SPR) was asked by the Department of Labor to conduct a study that would document how states have handled their responsibility to guide and oversee the development of local One-Stop systems and identify any information/strategies that might be useful to the planning and development states.

Methodology

The first nine implementation states were automatically included in this study anticipating that their plans would be the furthest developed. Three of the seven second-round implementation grant states also agreed to participate in the study. This brought the total number of participating states to twelve.

Each state participating in the study was contacted and asked to provide any documents that pertained to their certification standards for local One-Stop systems. Follow-up telephone calls were made if data needed to be identified or clarified. Questions pertaining to the process of developing the standards were sent to each of the twelve participating states. Telephone interviews with state staff who were involved in

the development of the certification criteria or very knowledgeable about them were then conducted. The information from written documents as expanded and modified through contacts with state respondents was used to develop the attached matrix and this narrative. Information in the matrix and cross-site discussion is intended to be accurate as of September, 1996. In some cases, contacts with state respondents have enabled us to update the information to January, 1997.

Deliverables

The products prepared under this task order include: 1) a matrix that documents the certification criteria and approaches of the 12 states that were selected and 2) a narrative that discusses the variations and commonalities in how states have established One-Stop system/center requirements and identifies strategies or ideas that could be of benefit to planning and development states.

Overview of the Narrative

This narrative is intended to accompany a matrix also prepared by SPR—*Overview of State Certification/Chartering Criteria for One-Stops*—that summarizes the content of the certification/chartering requirements established by the different states in seven areas or dimensions of One-Stop design/operations. Each of the topics or dimensions included on the matrix and listed below was selected by the authors because it covered issues that were addressed in the One-Stop certification policies of one or more states included in the study.

- *Organization and Structure* describes the state entities responsible for certification/chartering, as well as state requirements for local One-Stop partners and programs, the co-location of partner agencies, features of the local planning processes, and structures for local advisory bodies and One-Stop administration.
- *Integration of Services* describes state requirements relating to customer flow, provision of orientation, intake, and eligibility screening, and referral of customers to additional services beyond those available as part of the One-Stop system.
- *Core Services* describes state requirements relating to the availability and content of information services, assessment and testing, career

planning, service planning and case management, job referrals/job placement assistance, and services to employers, including state guidance on the provision of fee-based services.

- *Facility* describes state requirements for One-Stop career center facilities, including aspects of the physical facilities, location, layout, signage and logos, and information technology systems that must be present in a certified center.
- *Outcome/Performance* describes state progress in developing performance expectations for measuring customer satisfaction and other performance measures, and how these measures will be applied to the performance of local One-Stop career centers.

We have also tried to provide enough "background information" on each state within the matrix to enable readers to assess the relevance of any given state's approach to their own situation.

The narrative is divided into two sections—a Matrix Review and a Discussion. The Matrix Review compares and contrasts the certification criteria established by the study states. The Discussion reflects on the states' varied experiences with certification/chartering requirements and includes information provided by state respondents about what they have learned from that experience, including ideas about what they might have done differently. The authors have made no attempt to rate the relative strengths or weaknesses of each states' approach. Overall, the implementation states were very proud of what they had accomplished, and deservedly so.

MATRIX REVIEW

In this section, we review the certification/chartering criteria established by the study states in each of the categories and subcategories covered in the One-Stop Certification Matrix. Throughout the Matrix Review, we reference states by name as examples of different approaches to certification. These references are intended to be illustrative, rather than inclusive. That is, under the description of a given approach, we may not mention all states that have similar approaches. The descriptions of each state's certification approaches in the matrix and in this narrative are intended to highlight key features, rather than provide enough details to support replication. We

encourage interested readers to contact the state contacts listed at the end of the matrix for additional information about specific topics.

The matrix begins with a Comments section. The information provided in this section was added as background information to help the reader gain some additional insight into the One-Stop approaches taken by the various states. The comments included for each state represent ideas or concepts that were emphasized by that particular state in its One-Stop policy documents or by state representatives during the interview process.

I. Organization and Structure

This section of the matrix provides information on the states' One-Stop planning and governance structures. The first subsection provides information about the state entities responsible for certifying or chartering local One-Stop centers. Additional subsections under Organization and Structure summarize state requirements regarding the involvement of local partners and programs in local One-Stop systems, the co-location of local partners within One-Stop centers, and the development of local One-Stop plans. The final subsections describe state requirements for local policy oversight and governance of One-Stop centers.

I. A. Entity Responsible for Chartering

The information collected for this study suggests that several different organizational arrangements can be used for the certification of One-Stop career centers. Primary responsibility for the certification of One-Stop centers may be exercised by (1) state workforce development policy councils, (2) the state department responsible for administering the majority of employment and training programs, (3) local workforce development boards, or (4) combinations of several of these entities.

In nine of the 12 states studied, certification is performed primarily by state-level entities. At least four of the study states (AZ, OH, MD, and WI) indicated that the primary role in certifying One-Stop centers is played by the state workforce

development policy council (e.g., the Human Resources Investment Council). In these states, the state council has undertaken a "hands on" role in overseeing One-Stop system development and approving the certification of local One-Stop centers. Several of these states indicated that this role was carried out in collaboration with the state's key workforce development department.

Five states (IN, IA, MN, MO, and TX) indicated that the state department responsible for administering most DOL-funded employment and training programs is responsible for statewide implementation of the One-Stop system, including overseeing the certification of local One-Stop systems. Several of these states mentioned that state agency policymakers perform this function in collaboration with the state workforce development policy council and that agency staff forward recommendations to the policy council for its approval.

Four of the study states give local workforce development boards an active role in the certification process. Connecticut shares responsibility for One-Stop oversight and certification between the state workforce development policy council (called the Connecticut Employment and Training Commission) and Regional Workforce Development boards. North Carolina and Massachusetts delegate to local workforce development boards the authority to certify local centers. Once local workforce development boards are certified by the state, Texas also gives local boards substantial control over the design and operation of local One-Stop centers. States that give local boards a strong role in the certification process believe that doing so strengthens local buy-in, promotes ownership, and provides the flexibility necessary to respond to local conditions. As a representative from the Massachusetts's One Stop Career Center office stated, "There is incredible interest at the local level in making this system work. A great deal of the time and energy is put in and the bulk of innovation occurs at this level."

I. B./D. Required Local Partners and Programs

Many of the states began the implementation process requiring participation from the basic DOL-funded programs but maintain visions of incorporating more partners once welfare reform and block grant legislation becomes better defined. Having fewer partners early on allowed these states to focus their limited staff and monetary resources on getting the system up and running. Second year plans typically include efforts to develop and extend technology linkages to new partners and integrate them into the system.

Beyond the agencies responsible for ES, JTPA, and UI, the determination of what additional partners should be involved in local One-Stop system design and operations has been driven by respective state visions and pre-One-Stop coordination efforts. Most often, states looked at what could realistically be accomplished and moved ahead with those partners that were politically and logistically positioned to participate. Planned enhancements to the system were often targeted in the second and third years of the One-Stop implementation process.

Relatively limited One-Stop partnerships have been mandated by some states (AZ, CT). Other states have encouraged or required the addition of local secondary and/or post-secondary education agencies (MD, MN, MO, NC, OH, WI) or the agencies responsible for vocational rehabilitation and/or welfare-to-work programs (IN, IA, MN, NC, OH, WI) to the One-Stop partnership. Texas required local systems to include the mandated DOL-funded programs in their initial One-Stop partnerships. However, by the end of the first year of One-Stop implementation, local systems were required to submit plans for the full participation of welfare-to-work and school-to-work partners as well as post-secondary providers of customized training.

A number of the study states (e.g., AZ, IA, MD, WI, TX) have undergone state-level consolidations of workforce development agencies and programs, which has enhanced their ability to build strong workforce development partnerships at the state and local levels.

I. C. Co-Location of Partner Agencies

Co-location of partner agencies, although encouraged in many states, is a pre-requisite for One-Stop certification in only four of the 12 study states. Indiana, Minnesota, North Carolina and Texas require the co-location of the major partners at all One-Stop career centers. In Iowa and Wisconsin, co-location is commonplace but not required. Other states have emphasized the need to establish articulated referral linkages and electronic linkages among partners or the out-stationing of staff from one agency to another on a small scale or part-time basis as alternatives to co-location.

I. E. Planning Process

All states required evidence that the local One-Stop planning process had been collaborative and thorough. States differed in the level of detail they required in local One-Stop plans. In consideration of the burgeoning workload One-Stop implementation placed on local areas, Ohio kept its planning requirements to a minimum, asking local sites applying for One-Stop implementation grant funds to respond to only six questions. Similarly, Arizona used an application which asked for a brief description of how operators would deliver basic services. (In retrospect, respondents in both Ohio and Arizona indicated that they wished they had asked for more detail.)

About half the states studied (CT, MA, MN, MO, NC, WI) were more explicit about the required content of One-Stop plans and prepared detailed One-Stop planning guidelines to support the development of local systems. For example, in Connecticut, local One-Stop plans were required to include a detailed physical location plan, an outreach and marketing strategy, and a description of how services would be integrated to best meet customers' needs. Missouri developed extensive guidelines to aid its local areas in providing the level of planning detail necessary for implementation. Wisconsin, having encouraged the development of "Job Centers" for nearly ten years prior to the federal One-Stop initiative, required a "core coordination document" to be submitted as a joint product of all local partner agencies. Initiated prior to the federal One-Stop implementation grant, this document described a detailed framework for

coordinated planning and service delivery at the local level. Three states (MA, MO, NC) required local areas to develop business plans. In Massachusetts, the business plan submitted by prospective program operators had to include a start-up strategy, a plan for phasing in full operations, an organization chart, operating calendar, budgets, and memoranda of understanding among partner agencies, if needed.

I. F./G. Governance and Advisory Structures

Study states have responded to the need for local governance and advisory structures for One-Stop in a variety of ways: (1) By creating new local governance boards; (2) by designating Private Industry Councils (PICs) as the entity responsible for overseeing local One-Stop system development; or (3) by forming one or more One-Stop advisory bodies to make recommendations to the state on One-Stop design and operations issues.

Several states (CT, MA, NC) have required the creation of new local governing boards to guide and oversee the implementation of local One-Stop systems. In addition, Texas has given local service areas the option of creating new governing boards with broad powers. These Boards are variously called "local workforce development boards," "regional employment boards," or "human resource investment boards." Sometimes these boards are reformulated Private Industry Councils (PICs) with expanded membership and a broadened mission that often includes oversight over school-to-work and welfare-to-work systems in addition to the One-Stop initiative. In other states they are newly formed entities. After being formulated as the full governing boards, they have responsibility for overseeing One-Stop centers and budgets, and sometimes selecting local One-Stop service providers.

Missouri and Indiana have designated existing Private Industry Councils as the local policy boards responsible for overseeing the development of local One-Stop systems. In each case some expansion of PIC membership was encouraged or required to enable PICs to carry out their expanded functions. Arizona allows local areas to decide on their own One-Stop governance structure, but expects that the full PIC or a

PIC subcommittee, with representatives from the six core programs, will assume the local governance role.

Several states (IA, IN) have given local interagency councils or One-Stop task forces an important advisory role in the planning of local One-Stop systems but have given these bodies more limited authority over the operation of local centers and made them subject to state policy overview. Maryland has not created any new local planning or policy bodies, aside from a local Planning and Management Team comprised of five members: the local PIC chair, the local Job Service manager, and SDA director, a local community college representative and one additional employer.

States have established different requirements for the day-to-day administration of One-Stop centers. In states with formal local governing boards, these entities may have responsibility for day-to-day administration of One-Stop centers. More common are requirements for the development of "management teams" in which all core One-Stop partners participate.

II. Integration of Services

This section of the matrix covers state requirements for the coordination or integration of the services that control customer flow into and through local One-Stop services. Although all states encourage the design of user-friendly seamless services, not all states have established specific requirements for customer flow, orientation, intake/eligibility screening, and referral to additional services. Where they have been established, these criteria communicate the state's vision for how to achieve seamless services in a One-Stop setting.

II. A. Customer Flow

The state requirements listed under *Customer Flow* refer to procedures that enable customers to identify and access appropriate center services in an efficient manner. This section identifies some of the strategies states have required in an effort to create a user friendly and apparently seamless delivery system.

In all Connecticut centers, a "greeter" must be on duty at all times and be positioned to cover all entry points. The greeter's function is to assist people in getting where they need to go in the center and to answer their questions. By requiring the use of greeters, Connecticut is trying to prevent customers from being intimidated or confused by the new One-Stop service environment.

Both Connecticut and North Carolina require that core staff be cross-trained (i.e. be knowledgeable about all center services and intake procedures) in order to reduce the number of people a customer needs to see to access services. Missouri asks centers to reduce duplication of effort across center partners and provide evidence of "no wrong door" or seamless service delivery.

Three states (IN, IA, TX) require centers to create physical layouts which promote easy identification of and access to services. Iowa goes a step further in requiring centers to form integrated service teams for the delivery of common One-Stop functions such as reception, intake, assessment, and other core services.

II. B. Orientation

Three of the study states (CT, MA, TX) require all One-Stop centers to provide comprehensive orientation sessions for all center customers. Orientation sessions are used to inform customers about all services available through the center. Connecticut requires all centers to provide a group orientation on center services and how to use them. Other states permit local sites to choose whether orientations are conducted in a group or one-on-one format. Responsibility for providing this function can be assumed by a single designated staff person or by a multi-agency team.

II. C. Intake and Eligibility Screening

A number of One-Stop states are working to develop integrated intake and eligibility systems so that customers will be able to go to a single location and complete a single intake form to find out what services are available across a variety of workforce development agencies and to receive a preliminary assessment of their eligibility for each of these services. Even though the development of automated

intake/eligibility systems is still underway in some states, most of the states included in the study require centers to offer customers a common intake process, a menu of available services, or both.

Some states require local centers to use an already-developed automated intake/eligibility system. For example, Indiana requires local centers to use an integrated intake/eligibility system for ES and UI. Maryland requires centers to use a client-driven automated system that assesses eligibility for all DOL programs, plus adult education, Pell Grants and Veterans' Employment Services. Where automated systems are not on-line yet, cross-trained staff must be available to identify a customer's likely eligibility (AZ, CT, TX).

Three states (MN, TX, WI) require centers to provide customers with a "menu of services" from which they can select. The menu may be a paper-, video-, or computer-based presentation of available services. In Wisconsin, the state has developed an automated menu of services that can be customized at the local level. This menu allows the customer to review available services and corresponding general eligibility requirements and to select services of interest. After completing the on-line review of available services, the customer receives a printout of selected services that can be presented to center staff for appropriate follow-up.

II. D. Referral to Additional Services

Many of the states studied emphasize the importance of developing strong alliances with a wide range of community agencies, including both community-based organizations and public agencies to link One-Stop customers with needed social, health, and employment-related services provided by agencies outside the core One-Stop partnership. To ensure that these referral linkages are effective, local sites are encouraged or required to develop standard operating procedures and/or interagency memoranda of understanding that identify agency contacts and develop common criteria and procedures for making referrals, scheduling customer appointments, sharing

information across agencies, and providing coordinated or joint case management to customers served by more than one agency.

A number of the study states view improved referral procedures as a key means to promote seamless service delivery and enhance both customer satisfaction and ultimately, system performance. Its relative importance is supported by the fact that eight of the 12 states established requirements in this area. Minnesota requires the use of a community services databank that provides the ability to transfer data (client information and appointment schedules) electronically among linked agencies. North Carolina is currently in the process of developing an automated community resource file with local customization options for use in its Job Link system.

Ohio and North Carolina require center staff to actively assist customers in accessing non-center services and follow through with referrals on behalf of the customer (no "hand-offs"). In other states (CT, IA, MA, TX, WI) a referral process must be identified.

III. Core Services

Core services are the services that states require local One-Stop systems to make available to all customers on a universal and non-discriminating basis. Some states have interpreted core services as services that must be available at no cost to all customers. Other states have indicated that centers may offer some services (e.g., resume preparation or job search workshops) on a fee basis to make them available to customers who would not otherwise be eligible to receive them. The matrix describes five possible groupings of core services for individual job seekers (information services, assessment/testing, career planning, service planning and case management, job referrals/job placement assistance) and one category for employer services.

III. A. Information Services

All of the study states recognize the provision of information as the basic core service of their One-Stop delivery systems and the one that will be utilized by the highest volume of customers. Therefore, most states have developed detailed

requirements on the types of information to be provided in local centers (e.g., job listings, career and labor market information, information about education and training opportunities, human services etc.) and how it is to be presented to customers (in resource rooms/self-service areas and/or via remote access to the Internet).

Eight of the 12 states specifically require the creation of designated "resource areas" (e.g. "rooms", "centers", "libraries") within the One-Stops in which customers can access the majority of the information services.

III. B. Assessment and Testing

Seven of the 12 states require the use of a common assessment process or the identification of mutually acceptable assessment tools by local career center partners in order to reduce duplication and enhance the overall understanding and use of the assessment tools and their results by all partners. Several states (AZ, IN) are in the process of developing a standardized competency-based assessment system for statewide use.

III. C. Career Planning

Career planning services are a required element of One-Stop services in nine of the 12 states. In a number of states (IA, MD, MN, MO, TX, WI) career planning services may be provided by offering customers access to self-service automated career information systems.

III. D. Service Planning and Case Management

Case management services are typically required only for those individuals enrolled in targeted programs such as JTPA, Veterans' Employment Services, Vocational Rehabilitation, JOBS, FSET. Some states envision an integrated case management system as a goal for the future (CT, MD). At present, several states require joint case management for individuals participating in more than one targeted program.

Two states are exploring the feasibility of offering case management services to the general One-Stop customer population. Massachusetts is the only state to require a one-on-one interview and the development of an action plan for all customers who request it. North Carolina indicates that the customer should determine how much case management he/she receives (unless the individual is enrolled in a program which mandates case management services).

III. E. Job Referrals and Job Placement Assistance

State Employment Service offices in all but one of the states (MA) have automated job matching systems that will be used as the primary job matching/job referral tool. In Massachusetts, the state requires each One-Stop center to have an Internet connection so that customers can access the Massachusetts One-Stop Career Center web site. The web site provides numerous links to job matching systems, the state's Job Bank and Talent Bank being just one of a number of relevant tools.

In addition to self-service or staffed job listing and job matching services, a number of states require local sites to offer "employability skills training," group job search workshops, and/or individualized training on resume development, how to complete applications, and effective job interview techniques.

III. F. Employer Services

States have specified a broad range of required core services for employer customers. Some of the more common services include recruitment assistance or access to applicant files (e.g., through a Talent Bank), access to labor market information, the provision of rooms for interviewing prospective employees, and information on hiring incentives.

Many of the study states require local areas to adopt a "non-duplicative" approach to employer contacting. While intuitively appealing and seemingly doable, this has probably been one of the more challenging areas of One-Stop service provision and a challenge that increases in direct proportion to the number of partner agencies who deal with employers. For many of the partner agencies, at least partial funding

has been contingent upon the successful attainment of performance standards such as wage at placement, number of jobs developed and number of placements made. Because of the high value placed on these outcomes by state and federal monitors, agencies have been reluctant in the past to share business contacts or job orders. The result was the creation of an inefficient and fragmented labor exchange system.

In an effort to transform this inefficient state of affairs, states have used several different approaches, including: (1) requiring local centers to designate a single agency as the lead agency responsible for making and coordinating employer contacts; and (2) requiring the cross-agency coordination of employer contacts through sharing of job orders and information about employer contacts; and (3) requiring the assignment of a single staff liaison to be the "account representative" for each local employer.

Arizona and Minnesota have required local One-Stop partners to designate the local Employment Service office as the lead agency for job development and placement efforts for all workforce programs. A unified employer contacting system is also inherent in the Massachusetts model in which a single provider or consortium operates each One-Stop center.

Minnesota and Wisconsin require the use of a designated account representative for employer marketing. To coordinate the efforts of multiple agencies involved in the job development process, Wisconsin requires centers to develop a non-duplicative method for contacting employers, including the sharing of job orders and information on employer contacts. Connecticut charges local areas to develop a common employer intake system. Texas requires the development of a plan that indicates how contact information will be shared and how duplicative employer contacts will be avoided.

IV. Guidance on Fee-Based Services

This section of the matrix summarizes state policies with respect to fee-based services. As states and local areas struggle with the demands of providing quality services to a universal customer base and securing sufficient operating capital to maintain center operations, a fee-for-service approach has received consideration in

many states as an ancillary means of generating revenue. To date, some states have encouraged local One-Stop centers to think about the feasibility of offering services on a fee basis, but few detailed criteria have been established.

Services identified as potential fee-based services for job seeker customers have included intensified versions of core services (e.g., more intensive assessment, career exploration, service planning activities etc.) or add-on services such as workshops, on-site classes or training sessions. Services identified as potential fee-based services for employer customers have included intensified versions of applicant recruitment and screening and outplacement services or add-on services such as management consulting or customized training for new or incumbent workers. Whatever the service type, the legal issue of using public funds to compete with the private sector has been a primary concern.

A number of states have not yet made final determinations about whether to encourage the development of fee-based services. Indiana, Iowa and Missouri have developed lists of "enhanced" employer services that local areas can offer, perhaps on a fee basis. Both Connecticut and Minnesota indicate that employer services which are currently state subsidized might be offered on a fee basis, depending upon the availability of local resources and the demand for the services. Minnesota has identified employer-requested applicant testing and screening, business plan development, and assessment of the skills of incumbent workers as services for which user fees might be considered.

In contrast, five states have determined that local areas may proceed with the delivery of fee-based services. Arizona, Maryland, North Carolina and Texas let local areas decide what fee-based services, if any, to provide. Massachusetts has developed a list of approved fee-based services that local operators, with approval from their Regional Employment Board (REB), can provide. The state is seemingly confident that local operators can make a profit providing fee-based services and hence requires that 3% of gross profits be paid to the REB.

V. Facility

This section of the matrix covers state requirements regarding various physical aspects of local career centers including the number and types of centers to be provided in each service area, criteria for their location and physical layout, and requirements for their use of signage.

V. A. Physical Location

Three of the study states have established parameters for the selection of center sites. Minnesota requires that local demographics be taken into account in the choice of One-Stop sites. Connecticut requires that site selection take into account space requirements and accessibility to public transportation and parking. Maryland specifies accessibility, parking, space sufficiency and quality, and public image as site selection criteria.

State requirements also address the number of full-service career centers to be established in each local service area. Indiana and North Carolina require at least one full-service center to be established within each service area during the implementation grant period. Missouri requires at least two full-service customer access sites to be established within each SDA as well as three satellite locations. Wisconsin requires the establishment of two fully operational centers in each SDA by June of 1998.

V. B. Layout

States often permit substantial local flexibility in the design of the physical layout of local career centers. However, some states have established criteria designed to promote the development of centers that are user-friendly and professional in their orientation. North Carolina and Indiana ask that facilities be designed to support self-service use. Minnesota requires a common reception area and the ability of the space to support integrated operations. Connecticut emphasizes the importance of flexibility of the physical layout—the ability to reconfigure the space to meet changing conditions.

It is interesting to note that Connecticut is the only state that requires local sites to dedicate a portion of the waiting area for use as a "children's corner" with things to occupy children whose parents are visiting the center.

V. C. Signage/Logo

Six of the study states require all One-Stop centers to identify themselves through the use of a state-approved logo (CT, IA, MA, MN, MO, NC). Three states (OH, TX, WI) have developed state logos (seals) which signify that the center is "certified." The state seals can be used in conjunction with local designs.

VI. Technology

For most of the states, technology is perceived as the key to providing broad or universal access to core center services. The establishment of the infrastructure to support technology-based information systems and services has probably been the most demanding and most costly part of One-Stop implementation at both the state and local level. In order to ensure compatibility with state systems and to guard against hardware becoming obsolete prematurely, states that allowed local areas to purchase hardware (IN, MO, and WI, among other) established clear specifications for the locally-purchased equipment. Minnesota and Connecticut required local service areas to develop a formal technology/automation plan.

The first step in local system development is often increasing local access to state-developed systems and products. Some of these products support staff in the performance of their duties. For example, Indiana, Iowa and Wisconsin are all working toward the development of an integrated customer information system to be used by all local areas.

Many of the state-developed products have been created for direct customer use. A number of the states studied have specified that local areas use state-developed and maintained job banks and complementary systems that provide labor market information, career decision-making information, and computer-assisted instruction in job seeking skills. Massachusetts has developed a World Wide Web site on the Internet

that must be used by local operators. Other states did not list this as a requirement but assumed local areas would use state systems. Maryland's CareerNet system is noteworthy for its comprehensive design.

VII. Outcome/Performance Measurement

This section of the matrix summarizes state requirements for the measures to be used in assessing customer satisfaction and other performance outcomes and the performance expectations established for local One-Stop centers. At the time data was collected, many states had not yet incorporated measurement of performance outcomes into the certification/chartering process. A substantial amount of information on the "work in progress" on the development of performance measurement systems data is available from the Performance Measurements Workgroup sponsored by DOLETA.

Many states anticipate introducing performance measures into their certification/chartering process in the near future. Once One-Stop systems mature, the need for centers to be "recertified" will emerge. For most states, recertification may be contingent upon the documented achievement of selected performance goals. Centers deficient in certain areas will probably have to submit corrective action plans to the appropriate governing body indicating how they will improve their performance. If improvements are not forthcoming, states may provide technical assistance and/or threaten to "decertify" the site.

Massachusetts is currently using performance standards to measure the effectiveness of its chartered centers. The state also requires centers to be recertified over time. Because the Massachusetts system is based upon a competitive model that offers the operator the potential for earning a profit, the state has built in an ongoing performance assessment system to identify deficiencies in operator performance. Regional Employment Boards can issue requests for proposals (RFPs) from new service providers if they find a current operator's performance to be unsatisfactory. Good faith effort on the part of the operator may not be enough to stay in business.

Arizona and Connecticut also have outcome measures already in place. Connecticut analyzes performance information at the state level and issues a quarterly report card to each center. The report card allows each center to compare its performance to state standards as well as to the performance of other centers. Texas has been gathering base-line data and may initiate its measurement system during the summer of 1997.

VII. A. Measuring Customer Satisfaction

Eight of the 12 states require local sites to measure customer satisfaction and to use the information about customer satisfaction levels to support continuous improvement efforts. Some states have standardized the measurements of customer satisfaction at the state level, while others encourage local One-Stop centers to collect and analyze their own information on customer satisfaction. Massachusetts has set a goal of 100% customer satisfaction.

VII. B. Measuring Other Performance Outcomes

Most states have developed or are in the process of developing a standardized statewide performance measurement system for the One-Stop initiative that supplements the performance measurement systems for the participating partners and programs. A few states have established benchmarks and numerical standards for local centers.

DISCUSSION

We talked with key One-Stop personnel in each of the study states about their experiences setting criteria to guide local One-Stop system development. Discussion topics included:

- What function or purpose are state certification requirements intended to serve?
- How were certification criteria developed?
- Who determines whether a local area has met the requirements?
- What are the consequences of meeting or not meeting certification criteria?

- What role should the federal government play in defining the necessary elements of One-Stop systems
- Is there anything the federal government could have done to assist the states in establishing requirements for One-Stops?
- What helped the states the most in developing certification/chartering criteria?
- What would the states have done differently?
- What additional recommendations would states offer new One-Stop implementation states?

These topics were included in the study in order to generate additional insights that might be useful to states about to embark on the design and implementation of their own One-Stop systems. In this section, we summarize the implementation strategies described by respondents in the different states and respondents' impressions about the potential strengths and weaknesses of the certification approaches they selected.

What function or purpose are state certification requirements intended to serve?

Without exception, certification requirements were established to create a framework that both advanced the DOL concepts (*universality*, *customer choice*, *integration of services*, and *performance-driven systems*) and ensured statewide consistency in the types and quality of services offered. To a greater or lesser degree, states were also interested in influencing how services were offered. Although some states were more prescriptive than others, all strongly supported letting local areas develop programming that was responsive to local conditions.

Several states have developed more detailed conceptual frameworks to guide the implementation of their One-Stop systems. These frameworks generally expand upon and interpret the DOL One-Stop concepts and provide a set of measurable criteria that can be used to assess whether the One-Stop principles have been operationalized by local sites.

North Carolina uses the Baldridge Award Criteria as its framework for One-Stop development. The state has established a vision statement for each of the seven major

Baldridge categories of *leadership, information and analysis, strategic planning, human resource development and management, process management, business results, and customer focus and satisfaction*. For example, under the leadership dimension, the state has established the following criteria:

1. Regularly scheduled meetings and communication occur among partnering agencies regarding management of the centers.
2. Agency heads are personally involved monthly in identifying and reviewing quality issues.

Local workforce development boards are expected to tailor these criteria and develop measurements consistent with those visions that are also responsive to local priorities. North Carolina strongly encourages local boards to define additional certification standards. Local standards are reviewed by the state for compliance with the overall state One-Stop approach.

Wisconsin has developed a framework of Process Standards and Functional Standards to guide local One-Stop system develop and assess local progress toward achievement of the state's One-Stop vision. The process standards are designed to ensure that local One-Stop systems provide high-quality customer-oriented services and avoid duplication of effort across local partners, while the service standards communicate the state's expectations for the minimum core services that must be in place at One-Stop centers. Like the North Carolina criteria, the Wisconsin standards are intended to promote local diversity among One-Stop systems while ensuring adherence to a common state vision.

Connecticut and Minnesota have developed detailed One-Stop "implementation matrices" that communicate the states' requirements for local One-Stop systems and are used to monitor whether local sites have met the certification standards.

How were certification criteria developed?

Many of the criteria developed by the states were intended to ensure that local areas delivered what had been promised in the federally-approved One-Stop implementation plan. Thus, criteria were not always the result of a committee process

but generally mirrored the language in the state's application for federal One-Stop implementation funding.

In all but one state, committees comprising local and state personnel were created after the award of the federal implementation grant to develop additional certification criteria. Several states used focus groups and surveys of employers and job seekers in the process of developing certification criteria (AZ, CT). In two of the states (MA, NC) many of the chartering standards—beyond those that reflect the state framework for implementation—are being developed by the local workforce boards. As previously noted, in North Carolina, Malcolm Baldridge Award quality criteria were used as the framework for the development of state One-Stop standards.

Who determines whether a local area has met the requirements?

As described in the matrix under *Organization and Structure*, local boards have been given the responsibility to monitor the achievement of chartering criteria in Massachusetts and North Carolina. In all other states, the state is the official monitoring agent. The monitoring process varies by state. In some cases, site visits are conducted by state staff to interview local staff and observe center operations (WI, TX). More commonly however, local areas are required to submit updated plans or progress reports to the state on a regular basis (e.g., biweekly, monthly, or quarterly). In several states, state staff make telephone calls to the local areas to assess progress in meeting the certification criteria.

Because continuous improvement is emphasized by many of the study states, assessment of local progress in meeting the state certification standards is often an ongoing process. Texas uses a benchmark document to assess standards attainment. Baseline information is collected at the end of the first month of local One-Stop operations. Sites are then reviewed at six months and assessed against the benchmarks.

Minnesota uses its One-Stop implementation matrix to assess local progress in the following areas: plan, services, integration, site, capacity building, phone, information

technology, jobseeker services, and employer services. Local areas are required to submit a written plan on how they will meet any criteria that they were unable to check off on the matrix. Connecticut also uses a matrix as a management tool to conduct updates of local One-Stop implementation progress every two weeks.

What are the consequences of meeting or not meeting certification criteria?

For all states, the first level of intervention is to provide technical assistance. The primary objective is the achievement of the requirements. As one state put it "We provide technical assistance until it gets done right." All of the states are willing to work with local areas to overcome problems and develop viable alternatives.

States that offered implementation/incentive funds also had the option of applying corrective action or withholding or deobligating funds. To date, none of the states have exercised these options. Where local boards are responsible for chartering One-Stop operators, "requests for proposals" (RFPs) can be issued to select new center operators.

The ultimate outcome of failing to meet the certification requirements is generally loss of certification/chartering. Depending on the state, the impact on local operators could be: 1) going out of business, 2) the loss of use of the state logo which has the force of state marketing and identity behind it, or 3) lack of access to state information technology.

What role should the federal government play in defining the necessary elements of One-Stop systems?

For the most part, the establishment of the four guiding principles is seen as both important and sufficient. All of the states liked the fact that within the federal framework laid out in the One-Stop principles, states are permitted maximum discretion in implementing the principles. However, four of the eleven states interviewed felt that "core services" could have been better defined.

Is there anything the federal government could have done to assist the states in establishing requirements for One-Stops?

Most of the states agreed that the facilitation of information exchange and the provision of technical assistance was an important role for the federal government to play. One state indicated that the federal government should have worked more closely with the states in addressing perceived federal barriers to implementation, seeking waivers if necessary to effect changes.

Four of the states expressed frustration with the level of cooperation they are getting from one of their partner agencies or programs (e.g., ES, UI, JTPA, DSS, DVR). As a result they felt it would be desirable for the Department of Labor to get agreement with other federal agencies such as the Department of Health and Human Services or the Department of Education about how programs such as welfare-to-work, vocational rehabilitation, and school-to-work should be involved in One-Stop systems. They also expressed a desire for DOL to establish clear direction for the DOL-funded programs--JTPA, ES, UI, Veterans' Employment Services, TAA, Older American's Act, etc.—with respect to their involvement in the integration of services within One-Stop systems.

One state noted that it would have been helpful to have more information from the federal government about the desired performance outcomes of the One-Stop initiative so that they knew "what to shoot for."

What helped the states the most in developing certification/chartering criteria?

Many of the states cited previous collaborative efforts aimed at the integration or coordination of employment and training services as having laid the groundwork for the formation of strong planning partnerships. Many of the states have been working to address the fragmented nature of their workforce development systems for several years prior to the federal One-Stop initiative. This joint planning enhanced the understanding each agency/program had of its partners' missions, services, and accountability

standards. As a result, planning teams in these states were ready to move ahead in a spirit of cooperation and mutual respect to develop certification criteria.

Beyond historical planning efforts, the states also identified the following beneficial approaches:

- Obtaining information by communicating with other states, attending national meetings, and visiting centers in other states.
- Taking a step-by-step approach and getting agreement at all levels at each step.
- Looking at what assets the existing system has and building upon them.
- Hiring a consultant to help establish a system characterized by quality services and driven by a desire for continuous improvement.

What would the states have done differently?

The number one issue identified by states was the *need for specificity*. State respondents wished they had been more specific in defining the standards (e.g., physical location/characteristics/image, performance goals, working with employers) or that they had required the local areas to be more specific in identifying how they were going to accomplish what they promised (i.e., what are the barriers and how they will be overcome). In one state, respondents said they would have worked more with the local areas to translate the overall state vision into specific local variants. Lack of specificity in certification requirements and/or local plans often resulted in local areas underspending their funds and failing to achieve planned outcomes. This was a critical issue, since many states did not have sufficient funds to allocate to all local areas during the first year of the implementation grant.

The second most cited issue was *the challenge of realizing information technology (IT) goals*. The states cautioned that automating local areas and building technology infrastructures can be a very expensive proposition and can easily take longer to accomplish than planned. One state approved a local plan for which, once costs were identified, it became apparent that there were insufficient dollars. This state cautioned other states to be clear on these issues before setting standards or allocating dollars for local implementation. One state noted that it would be useful to have a chief IT officer

in charge of system's development and involved with standards development. Additionally, the state noted that community Internet access providers should be included in IT discussions.

Other items suggested by state respondents with respect to planning and issuing certification requirements included:

- Add more groups in the planning process. "Vets were lumped in under Wagner-Peyser and didn't have a voice." Also add groups advocating for non-traditional occupations for women.
- One state wished it had issued an RFP for local implementation to encourage greater specificity from the local areas' One-Stop plans.
- Massachusetts (competitive model) would have begun working on the legal requirements for chartering centers sooner. Staff also would have given stronger consideration to incorporating the state One-Stop Career Center Office as a strategy to streamline the approval process for forms/documents/policies.

Additional recommendations?

Several of the states mentioned that state plans need to be realistic. Don't over-promise. In developing standards, things don't need to be all inclusive the first time around. Standards will evolve over a period of time. Additional recommendations or suggestions for states about to embark on One-Stop implementation included:

- Take advantage of the implementation states' experiences, it can save you a lot of time and effort.
- State sponsored capacity-building training is a powerful tool to ensure consistency of information and vision from site to site within a state. Share goals and principles with local areas.
- Survey customers beforehand and enlist as broad a representation as possible in the planning process.
- Remain flexible in how you budget your dollars. There will be unforeseen needs.
- Figure out how all the funds will work together. Be articulate on those issues.

SUMMARY AND CONCLUSION

States have responded favorably to the guiding principles established by the Department of Labor for One-Stop development. The federal principles define the basic tenets for change yet allow states considerable autonomy in redesigning service delivery systems in a manner that will be most congruous with state conditions. Local areas are usually afforded this same level of discretion within state guidelines.

Given the leeway states have in creating their systems, it is not surprising to see several different implementation strategies emerge. One of the most global distinctions that has emerged is between states that emphasize the development of One-Stop *electronic networks* using articulated referral linkages and providing technology-based One-Stop services and states that emphasize the development of *physical One-Stop centers* involving the co-location of participating partners and integration of services across partner agencies.

States taking the *electronic network* approach heavily emphasize the use of technology (e.g. personal computers or an electronic network) as the primary means of providing core One-Stop services. These states use the analogy of an inverted pyramid to communicate their belief that the majority of the customers accessing One-Stop services will do so using automated systems that require minimal staff assistance, while a much smaller percentage will be in need of more staff-intensive services. Numerous sites, linked electronically, can act as One-Stop centers by providing access to the technology-based One-Stop services.

Although coordinated referral procedures must be established to knit electronically-linked partners into a seamless service system, co-location of local partners is typically not mandated by states emphasizing the importance of electronic networks. States following this approach often use substantial portions of the implementation grant funding to build an information technology infrastructure (including hardware and software) which they then offered to local areas. Chartering or certification then becomes the means by which local sites can access the technology.

Other states have embraced an implementation approach that emphasizes the importance of a *physical center where partner agencies are co-located.* Technology systems still play an important role for these states, but certification standards also focus on the physical facility, customer flow, and service integration aspects of center functioning. The co-location of partner agencies offers opportunities for the creation of an integrated service system that uses staff, monetary, and planning resources from all partner agencies to develop enhanced services for One-Stop customers and address locally identified service needs.

Although co-location of partners is strongly encouraged in most of the states emphasizing a physically integrated center, some remain flexible in their requirements for co-location of partners to accommodate the special service delivery challenges facing rural areas. Rather than reserving the majority of the federal implementation funds for state development of technology-based systems, states emphasizing the co-location of One-Stop partners in a physically integrated center often awarded substantial implementation grant funding to local areas. Implementation dollars were used for a broad range of activities, including purchasing the necessary hardware/software for their technology-based systems and products and creating or adapting a physical facility capable of supporting the delivery of integrated services.

Two distinct planning approaches are also identifiable. A majority of the states have taken a lead role in prescribing system parameters and have asked the local areas to respond with assurances that they will meet the state's guidelines. Some states, however, have provided local areas with broader concepts and asked them to submit plans on how they will translate those concepts into reality. No matter which approach they used, states often wished that they had required more detail from the local areas before approving their One-Stop plans. States that did not demand a high level of specificity typically experienced greater frustration as local sites struggled to overcome previously unidentified barriers. "What they said they could do and what they were actually capable of did not always coincide."

Another area of concern for the implementation states centers on the development of information technology systems. For all of the states, technology systems play a prominent role in the delivery of services, both in the collection and dissemination of information. In many of the states, technology-based products are the primary means to accomplish the integration of core One-Stop services. Because of the primary importance of technology infrastructure and products, implementation states cautioned that in-depth consideration must be given to: 1) the cost of developing, expanding and installing such systems and 2) the time it takes to operationalize them. Often times promised outcomes could not be realized without additional time delays and dollars. As staff from one state observed, "You can do just about anything you want if you have the time and can afford to pay for it."

Identification of the One-Stop partner agencies was primarily dictated by three things: 1) the state's vision, 2) pre-existing collaborative efforts in the workforce development area and 3) pending legislation. Most of the states indicated that more partners would be added in subsequent years. A third of the responding states indicated that they wished the federal government had set a stronger example for the states to follow in integrating staff and services across multiple programs and agencies at the federal level.

The states overwhelmingly support the Department of Labor's role as a broker of information and coordinator for national roundtables and workshops. Initiatives such as the development of this matrix were favorably perceived by the first- and second-round implementation states even though its intended audience was primarily states that have been more recently awarded implementation grants. The fact that numerous people were willing to take the time to participate in this study despite burgeoning workloads is a testament to their commitment and belief in the principles of One-Stop delivery systems.

INTRODUCTION TO ATTACHMENTS

In developing their certification standards, the first- and second-round One-Stop implementation states benefited from communicating and sharing information with other states. To facilitate the information-sharing process for practitioners in the rapidly expanding One-Stop community, we have appended four documents as detailed examples of the certification approaches used by specific One-Stop states. The first two documents summarize North Carolina's and Wisconsin's efforts to develop a statewide vision and implementation framework to guide the development of local One-Stop systems. The final two documents were developed by Connecticut and Minnesota as frameworks for assessing local progress in meeting state certification standards.

Attachment A. North Carolina's JobLink Career Center Chartering Criteria

North Carolina uses the Malcolm Baldridge Quality Award criteria to ensure the provision of quality service in its JobLink Career Centers. The Baldridge Award was established by Congress "to honor companies that excel in business excellence and quality achievement." Baldridge Award criteria are designed to promote three things: superior performance; continuous improvement; and highly satisfied customers. Attachment A includes North Carolina's vision statements from which local Workforce Development Boards are expected to develop specific criteria and measurements responsive to local priorities.

Attachment B. Wisconsin's 1996 Job Center Standards

Wisconsin's Job Center standards were developed by a state-local committee that included representatives from a wide range of employment and training programs and service providers. *Functional* standards were identified for five common program functions: intake, assessment, case management, employer relations, and planning. These standards "describe the characteristics of a well-coordinated local employment and training service delivery system." *Service* standards were then developed to identify the minimum menu of services that all Job Center sites are expected to provide on-site to a universal customer base.

Attachment C. Minnesota's Implementation Elements Matrix

This document was developed to guide local One-Stop planning and implementation and provide a standardized framework for the assessment of local implementation progress. The matrix includes an overview of One-Stop implementation elements and details state requirements for the provision of employer services and jobseeker services in One-Stop centers. For each service element, the state indicates whether local One-Stop services must follow a standardized state model; may include local customization of a state core approach; or may be developed flexibly to meet local needs.

Attachment D. Connecticut's One-Stop Implementation Plan

Connecticut's One-Stop Implementation Plan lays out what is expected of local areas and helps define the process to be used in planning and implementing One-Stop services. An initial section on Task Details identifies sequenced planning and design steps in fifteen different task areas up to and including One-Stop Center opening. A Process Flow Chart is a tool for managing these inter-related and sequenced tasks. A status summary reviews the progress made by individual local One-Stop systems in completing the task details.

Numerous additional documents are available from the twelve states whose certification approaches are summarized in this narrative and profiled in the companion matrix. To identify states whose certification approaches might be well matched to your own situation, use the matrix to identify states whose One-Stop features match your own (e.g., with respect to governing structures, partners, services, philosophy, etc.). Give the state contact person listed at the end of the matrix a call. This individual will make sure you get to talk to the appropriate person in that state.

Attachment A

North Carolina's JobLink Career Center

Chartering Criteria

6/10/96

Job Link Career Center Chartering Criteria:
The Statewide Vision of High Quality Services

Introduction

In each implementing region, the Workforce Development Board must develop a chartering agreement with the agencies which are preparing to operate local Job Link Career Centers. The primary purpose of the charter is to establish that centers are capable of meeting or exceeding quality standards which have been set by the WDB. In essence, granting the charter will certify the readiness of the center to deliver high quality services to its customers.

The state's model for chartering places the primary responsibility for setting the standards and terms at the local level, with the WDB. However, to ensure consistency of quality across the various Job Link Career Centers, the state is establishing a statewide vision and framework for WDBs to use.

To ensure that Job Link Career Centers operate as very high quality service operations, the state has chosen to use one of the most compelling private sector frameworks, the Malcolm Baldrige National Quality Award Criteria.

The Baldrige Award was estabished in 1987 by Congress to honor companies that excel in business excellence and quality achievement. The winners to date have included Federal Express, AT&T, IBM, Motorola, Ritz-Carlton Hotels, Milliken & Company, and Cadillac. Equally importantly, beyond the small number of firms that go through the official awards application process, many thousands more use the Baldrige criteria for internal self-assessment and benchmarking.

The basic premise of the Baldridge Award criteria is that successful organizations operate with the systems, structures and strategies to achieve three things:

- *Superior performance;*
- *Continuous improvement; and*
- *Highly satisfied customers.*

The Baldridge Award criteria are very exacting, and the assumption in the review process is that only the very best could meet them all.

Applying the Baldridge Criteria

The 1995 Baldridge Award Criteria included seven major categories and 24 items within them. The seven categories, which have been consistently used since the creation of the award, are leadership, information and analysis, strategic planning, human resource development and management, process management, business results, and customer focus and satisfaction.

For each of the seven categories, the state is establishing a vision statement. Local WDBs will be expected to define specific criteria and measurements that are consistent with that vision and responsive to local priorities as well. In the presentation that follows, each vision statement is followed by several examples of how a WDB might gauge the local career center implementation. The examples are largely geared toward issues that might arise during the initial establishment of centers.

1. Leadership

Vision:
North Carolina's commitment to excellence in its Job Link Career Centers will be modeled and shaped by strong public and private leadership for the system. Communities that are ready to implement successful career center systems evidence effective private sector-led governance conducted by the area's Workforce Development Board. Equally importantly, in those communities agency leaders work collaboratively to provide active and supportive management of the new system being implemented and of the transitions required to achieve it. Workforce leaders, both public and private, play an active role in raising community awareness of the career centers and the value of their services.

Examples:

- Regularly scheduled meetings and communication occur among partnering agencies regarding management of the centers (e.g, a transition team or steering committee);

- Agency heads (ESC manager, Community College president, SDA director, etc.) are personally involved monthly in setting and reviewing quality issues;

- The partnering agencies demonstrate a commitment to do business differently in order to improve service quality and outcomes, documented through a written joint venture agreement;

- All levels of management and staff within the partnering organizations understand and support the career center implementation;
- The Workforce Development Board has set chartering standards and has developed a strategy for overseeing the centers;
- Service delivery is restructured to be clearly better, as can be readily recognized both by customers and staff;
- An interagency team reviews customer needs and feedback and uses this information to steer the career centers;
- Leaders share their learnings and expertise across the state and nation with others seeking to build high quality career centers;
- Leaders are actively communicating about the career centers in the community;
- Leaders, both private and public, share a clearly articulated vision of the community's career center system and use that vision in decision-making;
- All agency staff in the region are part of planning and developing the career center system, not just those working at initial sites;
- Employee feedback is gathered and used in managing and modifying service delivery.

2. **Information and analysis**

Vision:
In order to ensure that career centers are managed effectively, are responsive to customer needs, and produce results, consistent use of meaningful information by both staff and customers is fundamental to success. Communities that are ready to implement their systems have identified, acquired and organized a wide variety of national, state and local data sources capable of supporting customers in making effective choices. The centers offer locally customized, reliable information in easy to use formats. Staff at the centers is trained to both use the information tools themselves and to assist customers in doing so. Centers offer their information tools both with staff support and in self-service modes. Centers draw upon many sources for their information, including the state, and offer information providers with regular feedback that supports the continuous improvement of information products.

Examples:

- Managers and staff actively use available information to identify strengths and weaknesses in service delivery;
- Managers and staff are trained to use information effectively;
- Information is easy to understand and reliable, so that customers can use it to support their decision-making;
- The centers have good local data on many subjects, including training and education providers, community resources, financial aid, and employer needs;
- Information presented in multiple media to accomodate differences in learning styles, culture, language, etc.;
- Centers have management information systems that are used to track speed of response, quality of customer service, and results;
- Center managers are developing comparisons with other customer service organizations on key measures related to customer satisfaction, process and results;
- Centers are using MIS data daily across the operation.

3. **Strategic planning**

Vision:
Strategic planning is essential at two levels for the career centers to be effectively and successfully implemented. First, the centers are developed and managed in the context of a Workforce Development Board-established integrated plan for workforce services in the community. That plan focuses upon ensuring quality and results from the system of services, including the career centers, and is created through the active participation of all key stakeholders and staff. Second, center managers develop and use a strategic business plan for their centers that demonstrates to the WDB the strategies for achieving career center performance goals for outcomes, customer satisfaction and continuous improvement. Finally, both the community workforce plan and the career center system business plan contain clear and concrete action steps to deploy the strategies developed.

Examples:

- The WDB has developed an integrated plan for workforce services in the community through a process that involves quality and performance goals and participation of all key stakeholders and staff;

- The agency managers and staff have developed a multi-year Career Center business plan, which details the strategy for meeting those WDB goals, including services, management, budget, marketing and sales, and other aspects.

- In both instances, the planners have developed concrete and meaningful action steps for achieving the goals that are set;

- Plans in both instances are clear that the point of the planning is to meet the workforce needs of the community, not to comply with a program requirement.

4. **Human resource development and management**

Vision:
Job Link Career Centers are high performance work organizations. The collaborating agencies invest in staff development, slash hierarchy and empower staff to make most decisions. The centers focus upon employee satisfaction just as they do upon customer satisfaction, with management ensuring that staff members have the tools and skills they need to provide excellent service to center customers. The passion for quality among staff matches that of the very best models, whether public or private. Every member of the organization has the ability and authority to meet your needs, either directly or, where appropriate, by helping you make the right connections with the expertise you seek. The investment in staff development is substantial, is ongoing, and focuses both on cross-training and overall skill upgrading for center staff.

Examples:

- Staff development and cross-training is provided to workers from all agencies involved in center operations in an integrated fashion using pooled resources;

- Agencies commit to making substantial ongoing investments in staff development; there is a definable "training" line item in the career center's budget;

- The career center is organized to minimize hierarchy and maximize team-based work and front-line staff decision-making;

- Center management regularly surveys employee satisfaction;
- Facilities are employee-friendly as well as customer-friendly;
- Multiple types and styles of training are offered;

5. **Process management**

Vision:
Job Link Career Centers are high quality customer service enterprises. To ensure ongoing success, centers place a major emphasis on continuous improvement of processes. At the point of launch, centers can deliver all core services in a high quality manner and are capable of flexibly and quickly responding to customer needs.

Examples:

- At opening, the career center is prepared to offer all core services in a high quality manner;
- As part of the business plan, the center staff has defined its basic processes for doing business;
- Processes are designed to be flexible, quick, and adaptable. Orientation is to results rather than consistency of structure;
- Customer wait time for services is measured against a WDB-set standard;
- Services are available where and when a customer needs them, including during non-traditional hours of operation;
- Staff and leaders are actively using information (both outcome and customer) to continuously improve services;
- Centers are holding their suppliers accountable for quality services or products.

6. **Business results**

Vision:
Customers of Job Link Career Centers enter with a wide array of needs; all leave the centers with the result they need. At the point of launch, the Workforce Development Board has defined what outcomes are expected from the centers in return for the investment of tax dollars and center management is prepared to develop baseline performance data which can be used to measure results over time. Over time, the state will establish some statewide outcome expectations, which may be supplemented by others important to the WDB. Also, as center operations progress, the performance expectations will grow over time, both in terms of productivity and quality of service.

Examples:

- Customers, both individuals and employers, obtain quality job placement/matching services, as measured both by length of retention and satisfaction with the match. Retention can be time-measured (eg. does the placement last more than six months?) while satisfaction can be scored by percentage (eg. do employers find and hire good workers from 90% of their referrals?)

- Centers make aggressive use of customer feedback to manage service delivery from the day of opening; the goal is to understand both qualitatively and quantitatively what's working and what isn't in an immediate and ongoing sense;

- Are more employers using the centers? Are you seeing repeat customers

- Are the centers producing a positive return on the investment being put into them, both in terms of efficiency and effectiveness?

- Are the centers meeting the goals set in the WDB community workforce plan?

7. **Customer focus and satisfaction**

Vision:
The Job Link Career Centers are based upon a strong customer focus, both in terms of employers and individuals. Services are shaped and centers measured in significant part by customer feedback and articulation of needs. By the point of launch, the state requires each center management team and/or WDB to be actively soliciting customer feedback and to be using it to continuously improve services. Customer satisfaction is benchmarked against that in other high quality service settings.

Examples:

- The centers are using a wide variety of customer feedback tools, including surveys, focus groups, and on-site feedback;
- The centers have set up a toll-free number for customers to call, and pledge to resolve problems within 24 hours;
- The center has formed a customer advisory group to provide ongoing feedback;
- Customer satisfaction is measured in terms of needs: did each customer get what he/she needed?
- Does the center attract nontraditional customers?
- Does the center solicit feedback from non-customers to find out why they don't use the center's services?
- Sites and hours are convenient for customers to use;
- The center has an operating strategy for collecting and using customer feedback for continuous improvement and management.

Attachment B

Wisconsin's 1996 Job Center Standards

THE STANDARDS

WISCONSIN'S 1996 JOB CENTER STANDARDS

Approved by the State Collaborative Planning Team
February 16, 1996

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INTRODUCTION

The Job Center standards presented in this paper describe the characteristics of a well-coordinated local employment and training service delivery system ("functional standards") and identify the minimum menu of services that all Job Center sites are expected to provide on-site to a universal customer base ("service standards"). In essence, they describe the marriage between (1) Wisconsin's long-standing efforts to achieve SDA-level coordination of common program functions and (2) the new federal push toward one-stop shopping for users of employment and training services. Taken together, they describe how Job Centers are expected to operate within the broad array of functionally-coordinated programs and service locations.

By the end of CY 1997, all Wisconsin SDAs will be expected to (1) meet at least 85% of the functional standards, and (2) have at least two fully operational Job Centers that meet all service standards. The state expects local collaborative planning teams (LCPT) to spend their One-Stop grant funds on projects and activities that will help reach these levels of standards attainment. Given the timing of several key state-level One-Stop projects, some standards may not be readily attainable until CY 1996 or 1997 while others should be attainable in CY 1995 -- the first year of the grant.

The Job Center standards were developed by a state-local committee that included representatives from JOBS, JTPA, Job Service, and the Wisconsin Technical College System (WTCS) as well as Job Center staff from DILHR. The committee will consider revisions to these standards prior to the second and third years of the One-Stop grant -- to reflect grant implementation experiences to date, and to incorporate planned "quality-outcome standards" and participation of additional partners (e.g. the Senior Community Service Employment Program and JTPA Title IV Migrant Services). A listing of the committee's current membership is included here as Appendix A.

The standards presented in this paper will guide One-Stop grant implementation during CY 1996. Within the next few months, LCPTs will be assessing their area's current attainment of the standards, and then deciding on actions the local partners will take to move toward the state's standards attainment goals. It is understood that the pursuit of theses standards will necessarily respect the confidentiality requirements of the participating programs. Tools such as a universal release-of-information are among the options that local partners may use to pursue these standards.

These planned actions will include -- but not be limited to -- projects and activities funded under the One-Stop grant. The state-level partners will review these self-assessments and planned actions for acceptability before approving the commitment of One-Stop funds to the LCPT. As a local area increases its level of standards attainment, its LCPT will gain greater discretion over the uses of these funds in subsequent years of the grant.

Methods of evaluating and confirming local standards attainment are currently under development at the state level. Attention will be paid to (1) distinguishing minimally-acceptable service delivery practices from the ideal, (2) the physical and program accessibility of the service delivery system (per the Americans with Disabilities Act and section 504 of the 1973 Rehabilitation Act, as amended); and (3) variations in the extent to which each specific program and fund source is involved in these practices. (In CY 1996, these participating programs include JOBS, JTPA, Wagner-Peyser, Carl Perkins Vocational Education Act, and Adult Education Act.)

FUNCTIONAL STANDARDS

The Job Center "functional standards" focus on five common program functions – intake, assessment, case management, employer relations, and planning. They apply to all agencies and institutions in an SDA that provide services funded by JOBS, JTPA, Wagner-Peyser, Carl Perkins Vocational Education Act, and Adult Education Act, regardless of the location at which such services are provided (i.e. whether at a Job Center or some other service location). The standards typically refer to these agencies and institutions as the "participating programs and agencies" or the "local partners". At a minimum, these standards apply to those services provided by these agencies and institutions to individuals eligible to be served under these programs.

Inter-Agency Areawide Planning

1. Local Collaborative Planning Team. A local collaborative planning team (LCPT) with leadership agreeable to its members provides a vehicle for administrators of the participating programs to meet, discuss, plan, implement, and manage the effort to achieve a comprehensive, seamless, efficient and effective employment and training enterprise.

Note: At a minimum, this team is expected to be SDA-wide in scope. Under this standard, County-level (or other sub-regional) teams are acceptable, but are expected to function as part of the SDA-wide collaborative planning structure (e.g. as subcommittees of the SDA team).

2. Team Composition.

2a. The LCPT has broad participation by equal partners who regularly attend, and its membership includes representatives from at least the local Job Service, technical college(s), JOBS, JTPA administrative agency(ies)/entity, and the county social/human service departments.

Other agencies participating in Job Centers ought to be included, as well. These participating programs will be expanded later in the three-year One-Stop grant implementation period, to include at least the Division of Vocational Rehabilitation, the Senior Community Service Employment Program (Title V, Older Americans Act) and JTPA Title IV Migrant Services programs and possibly others. The eleven Federally Recognized Tribes in Wisconsin may wish to participate on a LCPT, based on programs which a tribal government may operate.

2b. The LCPT has actively encouraged employer, job seeker and local economic development groups involvement.

Note: Representative or rotating forms of involvement from local economic development groups are acceptable ways of meeting this standard. LCPTs are encouraged to consult with their DOD Area Development Manager in structuring such arrangements. LCPTs also encourage representation by one or two representatives when there are multiple counties and encouraged to invite other locally-significant agencies to participate.

3. Authority of Team Members. Team members have authority for the program/agency they represent, based on their position or the backing of their management.

Note: Under this standard, team members are expected to have a solid operational grasp of the program(s) that they represent.

4. Meeting Practices. Meetings of the full LCPT are held at least quarterly, are conducted under formal agendas, and minutes of the meetings are kept.

Note: Per Wisconsin's Open Meetings law, and depending on the agenda, some of these meetings may need to be "public meetings" with notices published in the local press. These meetings are to be fully accessible consistent with the Americans with Disabilities Act.

5. Program Planning Link. The LCPT is used to give input to – and preferably also to review and comment on – the official program plans for the participating programs.

Applicant Intake and Eligibility Determination

6. Menu of Applicant Services. All employment and training service locations have a standardized "menu of services" that explains to customers the range of assistance available at that particular service location (Job Center site) or within a local community. Customers also have access to menus/directories of services available area(SDA)-wide.

Note: This "menu" should describe as well as list the services available. It may be a paper, video, computer-based, or other type of presentation. The menu should be accessible to customers with special needs such as limited English proficiency as well as those with disabilities. Also, "all ... service locations" refers to those locations at which services are provided under the "participating funding sources" – i.e. JOBS, JTPA, Wagner-Peyser, Carl Perkins Vocational Education Act, and Adult Education Act sources. This includes JTPA Dislocated Worker programs and Wagner-Peyser-funded Veterans Employment Service programs. It could also include "self-service sites".

7. Eligibility Screening and Referral Process. The intake procedures at all employment and training service locations are such that customers (including those targeted under the participating funding sources or jointly by the LCPT) can identify for themselves or have staff identify for them:

7a. The available services for which they are likely to be eligible and which are appropriate to their needs and circumstances; and

7b. Be referred to local providers of those services whether the services are available on-site or elsewhere in the local area.

Note: "Eligibility screening" refers to an initial assessment of likely eligibility that can yield an appropriate referral, and does not substitute for the detailed eligibility determinations conducted by specific programs. Eligibility screening could be self-administered as well as staff-administered. "Appropriate referral" refers to appropriateness in terms of the customer's needs and circumstances as well as the ability of the agency receiving the referral to deliver services.

8. Information Sharing. Intake information collected by one agency is available on a "need-to-know" basis to all other local agencies that provide services under the participating funding sources.

Assessment

Assessment is viewed as the process of gathering information about a customers' strengths, weaknesses, skills, interests, and needs relative to education, job goals, and labor market requirements.

These activities will lead to the development of an individualized employment plan which identifies the appropriate service strategies needed to enter employment.

9. Pool of Acceptable Assessment Tools:

9a. All providers participating in CCD development will use mutually-agreeable assessment/testing tools when such information may be shared with partner programs and providers.

Note: At a minimum, this includes agencies and institutions that provide services funded by JOBS, JTPA, Wagner-Peyser, Carl Perkins Vocational Education Act, and Adult Education Act. In part, the intent of this standard is to minimize the amount of re-assessment/re-testing of customers using similar tools. Local teams are encouraged to minimize the number of similar assessment tools being used in the SDA, and to use tools that are accessible to all populations, including those which are appropriate for special populations. This standard does not require any partner to abandon any specific assessment tools that it feels it needs to use.

9b. Staff know and understand the assessment/testing tools being used by each of the partner programs and providers.

Note: This standard does not imply that all staff should be capable of interpreting the results of all tests administered by all partners. Rather, they should be aware – e.g. via an inventory of assessment practices of local partners – of the agency/staff knowledgeable in interpreting specific tests.

10. Non-Redundant Assessment

10a. Additional assessment or testing is non-redundant, i.e. is built upon information already obtained about the customer.

10b. Assessment or testing results are shared across providers on jointly-and sequentially-enrolled customers. Agencies concurrently or subsequently serving a customer can readily access prior assessment and testing results.

Case Management

Note: Staff performing "case management" activities may have a variety of job titles (i.e. such staff may or may not have the title "case manager"). These standards focus on cross-program coordination of the core case management activities (i.e. other than those described above in the "assessment" section). Under these standards, the core "case management" activities include (1) accessing, across agencies, the resources needed to pursue the customer's goals, including advocating for the customer as necessary, (2) helping the customer complete the customized set of services – often provided by multiple agencies – previously identified as appropriate for them, (3) helping the customer learn to access services on his/her own, and (4) following up on customer progress toward his/her goal, and intervening when necessary.

11. Individual Service Plan

Note: "Service plan" is used here as a generic term that refers to a JOBS "employability plan", a JTPA "individual service strategy", a Perkins "client plan", and similar instruments used by other programs and providers.

11a. A mutually-agreeable method exists for communicating a customer's service plan to all local agencies which serve that customer.

Note: This standard can be met through establishment of a central file to which the partner agencies have access, as well as by agreements to have the service plan travel with the customer as he/she moves between providers. Meeting this standard does not necessarily require use of a universal format for the service plan, but does imply agreement among the partners regarding information that should be contained in such a plan.

11b. When customers are concurrently enrolled in multiple programs or served by multiple agencies, these programs/agencies jointly develop and approve the service plan.

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Note: Vehicles for establishing such agreements might include the CCD process, partner participation in local program plan development, inter-agency MOUs, etc. This standard includes the expectation that procedures for joint development and approval of the service plan address commitments of multiple funding sources (including hiring/training incentive funds) for shared customers.

12. Customer Tracking:

12a. A procedure exists to track past and current services scheduled or provided to an individual, and the results of those services, regardless of which program was/is the source.

Note: For example, such a system would enable any partner agency to determine whether a new customer had previously been assessed, is being served by another partner agency, the service plan under which that partner agency is serving this customer, the progress that the customer has been making under this service plan, etc. This standard may be met by tracking systems that are computer-based -- including local staff access to state agency information systems -- or paper-based, or a combination of the two. Sharing of computerized systems such as the Job Service Automated System (a.k.a. "AMS") as well as query access by non-JOBS agencies to the CARES system are methods that some local areas have used in pursuit of this standard.

12b. A communications structure exists that enables case management staff within participating programs to access the tracking system.

Note: "Enabling case management staff" to use the tracking system includes the provision of appropriate training to that staff.

13. Accessing Other Agencies' Services. Case management staff are aware of all the resources locally available to their customers, and know how to access them to address specific customer needs.

Note: These include non-employment and training services, such as those available through local human service agencies, the K-12 education system, as well as financial incentives to return to work, such as those available through the Division of Vocational Rehabilitation.

14. Regular Cross-Program Communications. Formal communications occur regularly between case management staff across program lines to accomplish case-specific problem-solving, build inter-program awareness and rapport, and provide essential feedback to management.

Note: Such communications might include regular (e.g. monthly) inter-agency case management staff meetings. These communications would be aided by means such as collocation, electronic mail, FAX, inter-agency agreements to access each others' information systems, etc.

Employer Relations

15. Menu of Employer Services. Employers who contact, or are contacted by, any of the partner agencies are provided with a common "menu of services."

Note: This standard does anticipate that marketing materials for individual programs and services will continue to exist, but that their use will be in conjunction with this menu, and that this menu will reduce the need for each partner to maintain its own agency- or program-specific menu. This menu may be communicated via several methods – e.g. oral presentation, printed materials, cable TV programming, video, etc. A list of organizations and logos is not sufficient to meet this standard. It should include services available at Job Center sites as well as other sites (e.g. via referral from a Job Center).

16. Marketing. Participating local programs and agencies jointly market to employers a multi-program/multi-agency package of the employment and training services they offer.

Note: This standard is intended to focus the employer's attention on the services available, and how to access them. At a minimum, these materials should present the services available under the participating funding sources, but local partners are encouraged to include additional services that may be of interest to employers Services to be marketed in this fashion should include more than just placement and available wage subsidies. Examples of additional services might be specialized training, local labor market information and analyses, special recruitment of employees, technology transfer, technical assistance on various human resource matters, etc. This standard applies to the menu of employer services described above, and to most (if not all) other marketing instruments. It is not, however, intended to prohibit partners' use of program- or agency-specific marketing materials. Also, this standard implies the existence of ongoing training of marketing staff, to keep current with local service offerings.

17. Non-Duplicative Employer Contact. Employers will not experience duplicative contacts from the local employment and training partner agencies.

Note: This standard focuses particularly on initial contacts – where one call should be able to present the array of locally-available services – and on job order solicitation. It is intended to not only limit the "nuisance factor" for employers but also to maximize the use of scarce agency resources to achieve the maximum number of employer contacts. While some local areas may wish to use an "account representative system" to organize their employer relations staff, this standard does not require that all employer contacts in an SDA be channeled through a single point of contact, nor does it suggest that follow-ups to initial employer contacts must be made through the initial employer relations contact person.

18. Inter-Agency Information-Sharing. Service providers share information on employer contacts.

Note: Such information would typically include a history of contacts over time, employer preferences, services/assistance provided, and customer satisfaction – in short, an employer case file. Such information-sharing could occur via partner entry of information into a common database (e.g. via the Job Service Information System), via discussions at inter-agency case manager or job developer meetings, etc. This standard is not intended to foreclose employer options to work with a single partner, but rather to provide a vehicle through which employers can receive better service, by making the employer's needs and preferences known to all partners.

19. Pool of Job Openings. Employers can list their job openings with all of the partner agencies by contacting any one of the partner agencies. Employer job openings listed with any one of the partner agencies will be shared with all the partner agencies. Employer special recruiting requests, which are legal, shall be honored.

Note: This standard does not require single points of access. Indeed, local teams are encouraged to provide multiple points of access to – and entry of – job listing information. At the same time, teams are also encouraged to make sure that – to the greatest extent possible – these sites provide access to most (if not all) openings listed with the partner agencies. Within the next 2-3 years, employers may be able to gain direct access to a common pool of local job-seekers via modem access to JobNet.

20. Links to Economic Development. Economic development organizations are informed of, and are able to gain the assistance available from, the full array of employment and training agencies in a non-duplicative manner.

Note: As a group, the partner agencies should be able to provide local economic development organizations with a package of employment and training services tailored to the specific needs of the organization and its customers (e.g. start-up or growing local companies, firms interested in locating in the area, etc.). Some possible ways to meet this standard include an employment and training partner representative regularly attending meetings of key local economic development groups, having individual partners with established economic development relationships communicate the resources of the entire employment and training partnership, having an economic development representative on the local collaborative planning team (LCPT), brokering "first source agreements" between economic development finance agencies and the local employment and training system, etc. The Wisconsin Department of Development's Area Development Managers and Development Zone Jobs Specialist are available to help LCPTs broker these linkages.

SERVICE STANDARDS

The Job Center "service standards" apply only to locally designated Job Centers. Specifically, they identify those core services to be available **on-site** to a **universal** customer base by the end of the third year of the grant. **"Available on-site"** means that a customer can obtain the service at the Job Center by visiting it, or – in some cases – can remain at a remote site and obtain the service from the Job Center via phone or other electronic contact. This does not mean that all such services need to be available full-time, or that all providers of a particular service need to be available at the Job Center. Services available at the Job Center on a part-time basis are considered to meet these standards. Services available at another site via referral from the Job Center are **not** considered to meet these standards. Availability to a **"universal customer base"** means that customers can receive the service regardless of their eligibility for any particular program, although non-program-eligible customers may be required to pay for some services.

21. Information on Careers, Jobs and Labor Markets

21a. Job-Seeker Information. All job-seekers can obtain up-to-date information that will help them make realistic decisions about careers and occupations to pursue.

Note: This includes information on future employment opportunities (locally and elsewhere), qualifications for specific careers and occupations, and sources of additional assistance in preparing for these lines of work. The One-Stop grant's state-level Labor Market Information (LMI) projects include funds to upgrade the computer hardware at 60 Job Center sites so that it is capable of running the "Career Visions" system, and local teams can use their grant funds to purchase and install additional Career Visions terminals. This portion of the One-Stop grant also includes funding for development of an LMI module of JobNet. Under separate funding, JobNet terminals are scheduled for installation at service locations around the state. Local teams can use their grant funds to purchase and install additional JobNet terminals. Availability of these two systems at a Job Center site for use by the general public, and assistance with their use, will be sufficient to meet this standard.

21b. Employer Information. All employers can obtain up-to-date, easy-to-understand information tailored to their needs on current and projected future local workforce availability and characteristics.

Note: Resources available to meet this standard include the DILHR/JETS local labor market analysts (e.g. for customized report preparation, information on the types of requests received from employers, etc.) and pre-packaged hard-copy reports published by DILHR (e.g. wage surveys). The state-level One-Stop labor market information projects are expected to provide additional products to help local areas meet this standard. Local teams are encouraged to contact area employers to help identify the types of LMI products that would be most useful.

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25. Job Openings, Hiring Requirements and Referrals. Job Center customers can obtain up-to-date information on all current job openings listed with the Job Center, on the qualifications associated with these openings, and on how to apply for any of these openings.

Note: The availability of JobNet to the general public at a Job Center site, and assistance in their use, will be sufficient to meet this standard.

26. Assistance with Job Search Skills. All job-seekers can get help locating and using the various available sources of information about job openings, using labor market information to aid their job search, and learning how to present themselves to prospective employers.

Note: These skills include resume writing, interviewing, and locating the "hidden job market". Among the vehicles that Job Centers may use to meet this standard are (1) self-service library areas ("resource rooms") that contain job search instructional publications, videos and other tools, (2) PC-based self-service systems like PLATO and NovaNet that offer pre-employment skills development modules on topics such as job-seeking methods, life-coping and parenting skills, and (3) job-seeking skills workshops funded by sources such as Wagner-Peyser or jointly-funded by a patchwork of sources. Provided that they are available to the general public, the availability of any of these services at a Job Center site -- and appropriate assistance in the use of the self-service systems -- will be sufficient to meet this standard.

27. Filing/Updating Claims for Unemployment Compensation. All Job Center customers will be able to file or update their claim for Unemployment Compensation at the Job Center.

Note: To meet this standard, all Job Centers have touchtone phone service available to the general public (via either TTY, free or pay phones).Under Wisconsin's Telephone Initial Claims (TIC) system, all claimants can now file and update their claims via any touchtone phone, using a toll-free number.

22. Information on Locally-Available Education and Training Programs

22a. Program Availability. All Job Center customers can find out which education, employment and training services are available in the SDA, and can obtain up-to-date information about these services.

Note: This applies to all education, employment and training services available in the SDA, whether provided on-site at the Job Center or not. The One-Stop grant's information systems project includes funding to add a locally-customized standardized menu of services on JobNet. Assuming the successful piloting of this feature, local areas interested in having this service will need to compile information on available services and load it onto JobNet. The availability of such an augmented JobNet terminal – and assistance in its use – at a Job Center site for use by the general public will be sufficient to meet this standard.

22b. Program Quality. All Job Center customers can obtain up-to-date information on the placement-related performance of locally-available education, employment and training programs and service providers.

Note:. This information is available on the new "Career Visions" system, and the availability of this system at a Job Center site for use by the general public, and assistance in its use, will be sufficient to meet this standard. The WCIS currently includes information on outcomes for graduates of the Wisconsin Technical College System

23. Initial Eligibility Information on Programs Available in the Community. All Job Center customers can obtain up-to-date information on the qualifications required for access to locally-available education, employment and training services, how to have eligibility determined, and how to obtain those services if eligible.

Note: Meeting functional standard #7 satisfies this standard.

24. Testing and Assessment. Upon request, or if required under the terms of program participation, job-seekers will receive assistance in assessing their strengths and weaknesses relative to education, job requirements and employer expectations.

Note: This standard emphasizes assessment of basic skills, aptitudes, and career interests as well as employment-readiness. In many areas, technical college staff may be scheduled to provide these types of services at off-campus sites. More advanced forms of assessment could be available off-site, via referral, and still meet this standard. The character of this service may vary depending upon the customer's needs and eligibility for specific programs. PC-based self-service systems like NovaNet and PLATO contain modules that allow customers to determine their own grade-level equivalents in reading, math, and language as well as their job-readiness. The availability of such a system for use by the general public at a Job Center site, and assistance in its use, will be sufficient to meet this standard. In the absence of such systems, fee-for-service would be an acceptable way of meeting this standard for non-program eligible customers.

Attachment C

Minnesota's Implementation Elements Matrix

Implementation Elements Matrix

Run Date 2/11/97

Service Area	City	Plan			Services			Integration					Site					Capacity Bldg				Phone		IT
		LIP Update	LIP Update Reviewed	LIP Update Approved	Job Seeker	Employer	Additional	Functional Floor Plan	Common Reception	Resource Center	Conference Rooms	Shared Facilities	Collocate - building	Collocate - contiguous	Single Admin. Lease	ADA	Signage	Joint staff mtg.	Staff cross-trng plan	Integrated teams	Other	System	Numbers	Local Technical Plan
WSA #1	Crookston																							
	E. Grand Forks																							
	Roseau																							
	Thief River Falls																							
WSA #2	Alexandria																							
	Bemidji																							
	Brainerd																							
	Detroit Lakes																							
	Fergus Falls																							
	Little Falls																							
	Moorhead																							
	Wadena																							
	Park Rapids																							
WSA #3	Grand Rapids																							
	Hibbing																							
	International Falls																							
	Cloquet																							
	Virginia																							
WSA #4	Duluth																							
WSA #5	Cambridge																							
	Hutchinson																							
	Monticello																							
	Mora																							
	Willmar																							
WSA #6	Marshall																							
	Montevideo																							
	Worthington																							

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Rev Date 2/12/97

Service Area	City	Employer Services														
		Account Rep Service	Employer Required Testing	ADA Compliance Information	Business Planning Data	Labor Market Information	Employer Tax Registration	Current Workforce Skills Assessment	Resource Center and Seminars	Skill-Based Jobseeker Pool	Rapid Response	Economic Linkages	Linkage to Customized Training	Employer Subsidy Information
WSA #1	Crookston													
	E. Grand Forks													
	Roseau													
	Thief River Falls													
WSA #2	Alexandria													
	Bemidji													
	Brainerd													
	Detroit Lakes													
	Fergus Falls													
	Little Falls													
	Moorhead													
	Park Rapids													
	Wadena													
WSA #3	Grand Rapids													
	Hibbing													
	International Falls													
	Moose Lake													
	Virginia													
WSA #4	Duluth													
WSA #5	Cambridge													
	Hutchinson													
	Monticello													
	Mora													
	Willmar													
WSA #6	Marshall													
	Montevideo													
	Worthington													
WSA #7	Fairmont													
	Mankato													
	New Ulm													

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EMPLOYER SERVICES AT WORKFORCE CENTER

Service	Definition	Local Provider	Standard
Resource Center and Seminars **UNIVERSAL**	A collection of information of interest to employers concerning opportunities and requirements for business. Seminars may bring in experts on areas such as Americans with Disabilities Act, Workers' Compensation, Family Leave Act, Reemployment Insurance Tax, etc.	Responsible: Job Service **Workforce Center Provider(s):**	II
Skill-Based Jobseeker Pool (both individual & aggregate) **UNIVERSAL**	Easily accessible lists of individuals catalogued based on skills rather than general job titles or categories. This list can give aggregate data such as numbers of individuals with certain specific skills for labor force planning.	Responsible: Job Service, Veterans **Workforce Center Provider(s):**	II
Account Representative Service -Assistance with Describing Job Requirements -Listing Job Openings -Screening Jobseekers for Referral **ELIGIBILITY BASED**	Customized service pairing an account representative with a particular company in an ongoing relationship. Designed to enhance the full comprehension of unique employer preferences and needs.	Responsible: Job Service, VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	I

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*Alternative formats and languages available LEO/WC (PIC): Local area representatives may provide for service directly or contracting or teaming.
Job Service: Job Service has major responsibility but may coordinate with other entities Joint: Nonduplicated services offered considering the best interests of the customer.
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EMPLOYER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Employer Requested Testing (i.e. proficiency testing) **ELIGIBILITY BASED**	Administration of specialized testing as requested by employers to help identify preferred candidates. May include achievement, proficiency, or any other validated measurement.	Responsible: Job Service, VR or SSB as appropriate **Workforce Center Provider(s):**	I
Americans with Disabilities Act (ADA) Compliance Information **UNIVERSAL**	Information on the requirements of the ADA so that employers are able to understand and make provisions for compliance with this legislation. Training for individuals and groups.	Responsible: Job Service, VR and SSB, Veterans **Workforce Center Provider(s):**	I
Business Planning Data -Census Data for Marketing, etc. -Labor Standards Information -New Employer Information **ELIGIBIBILITY BASED**	Facts that are generated on a local, state and national level that will help with the creation of a business and/or marketing plan. Basic laws and regulation information employers need when starting or expanding a business, or making other significant business decisions.	Responsible: Joint **Workforce Center Provider(s):**	I

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EMPLOYER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Local, Statewide and National Labor Market Information **DATA: UNIVERSAL ANALYSIS: ELIBILITY BASED**	Basic data on the types of employment enumerated by region, with wage and trend details organized and analyzed by labor market experts. Aggregate and component analysis available, and customized analysis performed on cost reimbursement basis.	Responsible: MDES Regional Analyst **Workforce Center Provider(s):**	I
Economic Linkages **INFORMATION AND REFERRAL: UNIVERSAL ADVOCACY: ELIGIBILITY BASED**	Connection for employers to existing resources to assist them in continuing, expanding or creating new businesses	Responsible: Joint **Workforce Center Provider(s):**	III
Rapid Response to Layoffs of Employees **ELIGIBILITY BASED**	Assistance with planning for the orderly transition of employees who are in jeopardy of imminent layoff or have already received notice of layoff.	Responsible: Joint **Workforce Center Provider(s):**	II
Employer Tax and Registration Services (future) UNIVERSAL	The registration of new businesses. This service will be available after the implementation of the new Uniform Business Identifier, a single code number that will be applicable throughout 10 different state agencies.	Responsible: Job Service **Workforce Center Provider(s):**	I

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EMPLOYER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Linkage to Customized Training **INFORMATION AND REFERRAL: UNIVERSAL** **ADVOCACY: RESTRICTED**	Identification of skill shortages and the connection with training resources most suited to providing training based on experience and success. May pool multiple employer shortages or work with a single employer.	Responsible: Joint **Workforce Center Provider(s):**	III
Employer Subsidy Information **INFORMATION AND REFERRAL: UNIVERSAL** **SUBSIDIES: ELIGIBILITY BASED**	A review of available subsidies for the hiring and/or training of employees. May include contracting for specific subsidies as appropriate.	Responsible: Joint **Workforce Center Provider(s):**	III
Current Workforce Skills Assessment **ELIGIBILITY BASED**	A study of current employees based on a skill-based assessment tool to identify shortages in planning for training or future labor force needs. This service is predicated on the establishment of an automated skill assessment system.	Responsible: Job Service **Workforce Center Provider(s):**	I

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Rev Date 2/12/97

Jobseeker Services

Service Area	City	Service Consultation	Eligibility Determination	Personal Profile for Labor Market Availability	Income Support	Education & Training Info on Program(s) Availability	Job Listings	Hiring Requirements	MN Career Info System	Resource Center	Labor Market Information	Job Skills Requirements	Testing & Measurements	Job Development	Employer Videos/Profiles	Referral Network	Career Decisionmaking Skills	Career Counseling	Case Management	Training Assistance	Classroom Training	Supportive Services	Special Job Development	Job Search Skills	Job Match	Earned Income Tax Credit	Follow-Up Services
WSA #1	Crookston																										
	E. Grand Forks																										
	Roseau																										
	Thief River Falls																										
WSA #2	Alexandria																										
	Bemidji																										
	Brainerd																										
	Detroit Lakes																										
	Fergus Falls																										
	Little Falls																										
	Moorhead																										
	Park Rapids																										
	Wadena																										
WSA #3	Grand Rapids																										
	Hibbing																										
	International Falls																										
	Moose Lake																										
	Virginia																										
WSA #4	Duluth																										
WSA #5	Cambridge																										
	Hutchinson																										
	Monticello																										
	Mora																										
	Willmar																										
WSA #6	Marshall																										
	Montevideo																										
	Worthington																										
WSA #7	Fairmont																										
	Mankato																										
	New Ulm																										

JOBSEEKER SERVICES AT WORKFORCE CENTER

Service	Definition	Local Provider	Standard
Minnesota Career Information System UNIVERSAL	Computer-based, annually updated encyclopedia on education and training programs available nationwide. Information on size of campus, admission requirements financial aid, student body demographics, areas of specialization. 'Quest' preference testing to help determine best occupational fields suited to individual choice.	Responsible: LEO/WC (PIC) **Workforce Center Provider(s):**	I
Resource Center UNIVERSAL	A collection of information about career areas, future outlooks for employment opportunities in each career and job category, videos on typical job duties, periodicals on recent developments in business, information on local, state and national business cultures, other material as available.	Responsible: LEO/WC (PIC) **Workforce Center Provider(s):**	II
Local, Statewide and National Labor Market Information UNIVERSAL	Basic data on the types of employment enumerated by region, with wage and trend details organized and analyzed by labor market areas.	Responsible: MDES Regional Analyst **Workforce Center Provider(s):**	II

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JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Job Skills Requirements UNIVERSAL	Specific knowledge, skills and abilities as communicated by hiring sources; generally accepted skill standards as established on local, state, regional, national or international basis.	Responsible: LEO/WC (PIC) **Workforce Center Provider(s):**	II
Service Consultation UNIVERSAL	Exposure to the broad menu of services available, as well as choices in where and how services can be delivered. Access to available resources.	Responsible: Joint **Workforce Center Provider(s):**	II
Eligibility Determination UNIVERSAL	Data gathering to identify individuals who can access eligibility-based services.	Responsible: Appropriate as to service requested. **Workforce Center Provider(s):**	II
In-Depth Testing and Assessment ELIGIBILITY BASED	More extensive tools applied in resolving appropriate plan of action in achieving customer goals. Proficiency testing to establish skill levels, aptitude testing, preference testing, hands-on vocational exploration, temperament, personality and other testing available as needed.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **Workforce Center Provider(s):**	II

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JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Personal Profiling for Labor Market Viability **(YEAR ONE & TWO) ELIGIBILITY BASED**	Analysis of an individual's skills, education and work history in context with their employment goals and the labor market conditions. Objective data concerning the likelihood of finding employment within targeted geographic areas. First year restricted to likelihood to exhaust reemployment insurance.	Responsible: Joint **Workforce Center Provider(s):**	I
Income Support **ELIGIBILITY BASED**	Income support, such as Reemployment Insurance, Extended Benefits, Trade Readjustment Assistance, Disaster Unemployment Assistance, etc., for qualifying workers.	Responsible: Reemployment Insurance **Workforce Center Provider(s):**	I
Career Decisionmaking Skills **ELIGIBILITY BASED**	Instructional materials concerning the logical process of making informed choices about occupational training, job search, and acceptance of employment. May be conducted in groups or individually.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **Workforce Center Provider(s):**	III

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JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Career Counseling **ELIGIBILITY BASED**	Guidance in interpreting and using available resources to make informed career choices. May include individual or group activities, such as separation grief groups for dislocated workers, and any other activity that would improve employability, other than occupational training.	Responsible: LEO/WC (PIC), VR or SSB as appropriate **Workforce Center Provider(s):**	III
Case Management **ELIGIBILITY BASED**	Long-term guidance and support through the process of finding and using a variety of services leading to economic self sufficiency. Program unique case management will be coordinated and offered in compliance with the law as required.	Responsible: LEO/WC (PIC), VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	III
Availability and Quality of Education and Training Programs **UNIVERSAL**	Information on options for long- and short-term education and training, detailing the locations, methods of instruction, schedules, application process and requirements. Qualitative information concerning the employment status of specific course or major graduates, wages, and completion rates.	Responsible: LEO/WC (PIC) **Workforce Center Provider(s):**	II
Training Assistance **ELIGIBILITY BASED**	Financial assistance in payment of tuition, books and fees for institutional training. Reimbursement for on-the-job training or payment of work training at public or private non-profit agency. May include entrepreneurial training in the development of marketing, business and financial plans.	Responsible: LEO/WC (PIC), VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	III

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JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Classroom Training **ELIGIBILITY BASED**	Basic skills to update and prepare for further training or complete high school or General Education Degree (GED). Some occupational training under certain circumstances.	Responsible: LEO/WC (PIC) **Workforce Center Provider(s):**	III
Supportive Services **ELIGIBILITY BASED**	Direct payments to eligible individuals and referrals to alternate resources for those needs not covered or those individuals not eligible. Support services can include transportation, childcare, clothing, testing fees, etc. On-site childcare is available in selected locations.	Responsible: LEO/WC (PIC), VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	III
Job Development **UNIVERSAL**	Outreach into the employer community to encourage the listing of job openings for general applicant pool. Marketing of available services to exert a significant presence. Types of marketing techniques may include video, press releases, brochures, telemarketing, newsletters, direct mailings, etc.	Responsible: Job Service **Workforce Center Provider(s):**	II

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JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Special Job Development **ELIGIBILITY BASED**	Specific individual job development as in the case of on-the-job training or the design of adapted job duties to allow the employment of individuals with special needs (as described in the local plan).	Responsible: LEO/WC (PIC), VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	III
Job Listings **UNIVERSAL**	Information on current job vacancies, including required skills, knowledge and abilities, wage and hours, benefits, location of work. Available on a local, state and national level.	Responsible: Job Service, VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	I
Hiring Requirements **UNIVERSAL**	General information on how to gain access to other job openings such as hiring done through union halls or internal system listings, such as civil service exams.	Responsible: Job Service, VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	I

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JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Job Search Skills (Various components) CJS: UNIVERSAL OTHER: ELIGIBILITY BASED	The preparation of individuals or groups of individuals to plan and execute an efficient investigation of employment opportunities and the effective marketing of their skills and abilities. A variety of components and methods of instruction can be used. Covers areas of skills identification, understanding where potential jobs can be found, organizing your job search, interviewing, applications and resumes.	Responsible: Joint, VR or SSB as appropriate **Workforce Center Provider(s):**	III
Employer Videos/Employer Profiles UNIVERSAL	Annual reports, reference books and employer-generated documents and videos to help jobseekers determine whether employer opportunities should be pursued, and to prepare for successful interviewing and employment through a better understanding of the work environment.	Responsible: Job Service **Workforce Center Provider(s):**	II
Screening and Referral to Jobs (Job Match) UNIVERSAL	Specific employer information on job openings, often including an interviewing appointment, for which an individual has been matched as suited to employer requirements.	Responsible: Job Service, VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	III

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JOBSEEKER SERVICES AT WORKFORCE CENTER (continued)

Service	Definition	Local Provider	Standard
Earned Income Tax Credit **ELIGIBILITY BASED**	Monthly reimbursement to workers eligible for tax credit	**Responsible:** LEO/WC (PIC) **Workforce Center Provider(s):**	III
Comprehensive Referral Network **UNIVERSAL**	Electronically linked and maintained data bank on all services and organizations, as well as basic eligibility information on those services; names, addresses and hours of operation. Ability to transfer basic data as requested to linked agencies.	**Responsible:** Joint **Workforce Center Provider(s):**	II
Follow-Up Services **ELIGIBILITY BASED**	Counseling and supportive services to eliminate barriers targeted at allowing employed individuals to continue employment.	**Responsible:** LEO/WC (PIC), VR or SSB as appropriate, Veterans **Workforce Center Provider(s):**	III

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Attachment D

Connecticut's One-Stop Implementation Plan

One-Stop Implementation Plan
Task Details

	PROJECT START UP	
1	Assemble a Project Team to discuss items outlined in Reference A.	
2	IT Representative to evaluate current technology (Hardware and Software) - Contact Rep to schedule.	
	Call IT Rep. to initate work. This is essentially an IT responsibility. The task is completed when the call has been made to schedule a meeting with IT.	
3	Schedule meeting with Business Management and the RD to identify needs. Some issues to discuss are Parking, Floors or all on one floor, security needs, maintenance services needed, etc.	
4	Business Management and the Local Management Team decide on size and characteristics of location based on square footage needed, staffing, workflow, client flow, and equipment.	
	Meeting held and decisions made regarding site	
5	Gather Data on Customer Needs (using Customer Exit Survey) to begin to assess training needs.	
	Gather data and make initial assessment. The Customer Exit Survey completed in June 1995 is sufficient for completion of this task.	

	INITIAL RELATIONSHIP BUILDING WITH POTENTIAL MGMT/PART. PARTNERS	
6	Familiarize LMT with each partner's business and any relationships that have already been established. Use Reference B as a guide of items to cover.	
	LMT: Study and learn, review statewide agreements, identify partner decision makers, create a shared vision, create a list of potential services to provide together.	
7	Meet with the decision makers of the agency you are trying to partner with to discuss items outlined in Reference C.	
	Meet with decision makers and discuss services, workflow, staff, cost-sharing, integration, levels of service, training and equipment needs, space, layout, performance measures, timeframes, etc.	
8	Meet with the LMT to discuss items in Reference D.	
	The Local Management Team is composed of the partners who are the decision makers. Meet, discuss and agree on levels of involvement (finalize partner involvement and define preliminary partner relationships).	
9	Document a draft covering all items in Reference E in order to define partner relationships between ALL partners involved.	
	Finalize a draft in writing of the agreed upon relationship factors from Reference E (contact Performance Measurement Rep for completion of steps)	

	DEFINE RELATIONSHIP WITH ANTICIPATED MGMT/PARTICIPATING PARTNERS	
10	Schedule meeting with all partners. Propose results of partner relationship draft.	
	This is initially "all" partners needed to open as a One-Stop. Schedule meeting, share draft, propose results • *review defined relationship document in step #9* • *agree to move ahead on further development work*	
11	Discuss and revise initial partner relationships.	
12	Update draft of partnership relationships and redistribute information.	
13	Contact Project Coordinator for assistance in developing partner agreements. Develop Draft - the draft will probably include a piece that conforms to the state structure and another that contains state specific site agreements.	
	There needs to be a mutual exchange of state and local information with the Project Coordinator regarding the partners and the agreements. Get copies of any state level, partner agreements and consider the elements in those agreements that are important to the local agreements.	
14	Share draft of partner agreements with partners, providers, and management (e.g. JCD should share information with RD).	
	It is important that the information about the One-Stop project be shared with all entities that will be impacted by One-Stop.	
32	Finalize Partner Agreements and Deliver to partners, providers, and management.	
33	If approved, Re-work Plans into contract form and pass onto Department of Labor and Attorney General for Approval.	
	Create contracts if required for release of funds to partners. Non-financial agreements do not require contracts.	

	GENERAL PLANNING - TECHNOLOGY AND FACILITIES	
15	Ensure that Facilities and IT Representatives are aware that the project has begun.	
	Inform facilities and IT of partnerships created and potential impact on their areas of responsibility.	
16	Facilities Representative to draw up Preliminary Staff and Space plans.	
	Arrange for Facilities Representative to draw up preliminary plans regarding staffing and space.	
19	Meet with LMT and other appropriate people to discuss items listed in Reference G.	
24	Coordinate a meeting with the Facilities Representative, IT Representative and Local Management Team to review preliminary staff and space plans and to make general facilities using items in Reference F as guidelines.	
	Coordinate: Ensure all necessary players meet to get facilities work started based on agreed site design.	

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One-Stop Implementation Plan
Task Details

	GENERAL PLANNING - TRAINING & STAFF DEVELOPMENT	Should be completed by:
17	Determine training needs.	T-16 weeks
	Conduct needs assessment. (Determine skills staff need to do their jobs. Determine current skill level of staff. The gap between current skill level and needed skill level is an indication that training is needed.)	
20	Decide if the training needed is statewide or local & if local, decide whether to use an internal resource or a vendor.	T-16 weeks
	If statewide (centralized) training needed, contact Staff Development for list of statewide (centralized) training that is available. (Presently Exceptional Customer Service and Team Building.) Statewide (centralized) training is training paid for and offered by Staff Development. *If local training needed, determine if training will be conducted by in-house consultants or outside vendor. Local training is either Universal Training (e.g.; Quest for Quality and Orientation Training) or office specific and paid for with local office funds.*	
21	Contact necessary internal resources to plan local training.	T-16 weeks
	Bring together necessary local staff and central office staff to plan training as needed.	
22	Develop local training schedule for the universal one-stop training modules.	T-16 weeks
	Develop schedule for universal training (local Orientation, local Quest for Quality, and central [statewide] Exceptional Customer Service training).	
23	Determine attendees for statewide and local training.	T-16 weeks
	Create a list of attendees - including center, partner, & potential partner staff.	
25	Identify people for workflow/general staff development topics focus group - involve staff development if necessary.	T-8 weeks
	Contact staff development to arrange workflow focus group. (Staff development will coordinate with Performance Measures staff who will computerize the workflow.)	
	Identify individuals to attend workflow session (e.g.; Cross section of management & front-line staff from center and partners). Ask staff development to participate in identifying participants if needed.	
26	Contact staff development to formalize local training. Formalize local training.	T-12 weeks
	Formalized local training equals universal training (e.g.; Orientation and Quest for Quality). Contact staff development to discuss the execution of local training (i.e., Order materials (need 2-3 week lead time for Printing Services) and schedule prep. time, as well as practice (dry run) time.	
27	Schedule time to meet with, and meet with staff development consulting to cover topics outlined in reference H.	T-10 weeks
29	Schedule local training.	T-12 weeks
	Schedule and arrange own local training calendar and notify attendees.	
30	Document process flows that result from the focus group with staff development.	T-8 weeks
	This task done by Performance Measures.	
31	Gather information & order business cards.	T-4 weeks

	GENERAL PLANNING - MARKETING	
18	Identify Target Audience for Marketing Initiatives.	
	Decide which are the main groups to which you will market One-Stop services (i.e.; business, dislocated worker).	
28	Modify Generic Marketing Plan to meet local marketing needs.	
	A generic marketing plan has not been developed yet.	

	FINALIZE BUDGET	
34	Begin to make some decisions about how the One-Stops will be funded after grant is up.	
	Think about and develop ideas about funding post One-Stop grant.	
35	Draft budget based on Budget Template.	
36	Pass Budget to RWDB and RD for approval.	
37	Update Plan using Planning Template.	
	Updates to the One-Stop Plan are due annually. The Planning Template is the planning instructions.	

One-Stop Implementation Plan
Task Details

	IMPLEMENT TRAINING & STAFF DEVELOPMENT ITEMS	Should be completed by:
38	Attend local training.	
	Local trainer prepares & conducts local training for all local office staff. (Management staff needs to attend training to familiarize themselves with training content to ensure transfer of training on the job.)	
39	Attend Orientation training.	T-2 weeks
	Local trainer prepares & conducts local training for all local office staff. (Management staff needs to attend training to familiarize themselves with training content to ensure transfer of training on the job.)	
40	Attend Customer Service training.	T-2 weeks
	All staff attend statewide (centralized) Exceptional Customer Service training. (Management staff needs to attend training to familiarize themselves with training content to ensure transfer of training on the job.)	
41	Attend Quest for Quality training.	T-2 weeks
	Local trainer prepares & conducts local training for all local office staff. (Management staff needs to attend training to familiarize themselves with training content to ensure transfer of training on the job.)	
42	Attend Greeter training.	T-1 week
	Local trainer prepares & conducts local training for all local office staff. (Management staff needs to attend training to familiarize themselves with training content to ensure transfer of training on the job.)	
44	Evaluate impact of training on the job and/or office performance.	On-going up to 6 mos. after opening
	Observe and evaluate training impact on trainees on the job. Review training evaluations.	
45	Re-assess training needs and start training process again.	
	Re-assess training based on task #17. Re-assess training based on evaluations completed in task #44	

	IMPLEMENT LOCAL MARKETING PLAN	
43	Implement Local Marketing Plan.	
	Implement and start marketing. (See task 28)	

	ASSESS READINESS TO OPEN AS A ONE-STOP	
46	Coordinate meeting to assess readiness to open as a One-Stop.	
	Coordinate and conduct meeting to assess readiness to pen as One-Stop - involve LMT, partners and essential center staff, with input from facilities and IT Representatives.	
47	If site is not ready to open as a One-Stop, take necessary actions to heighten readiness.	
	Determine site readiness - if needed seek resource assistance through contact with RD.	
48	If initial readiness assessment determined site was not ready, coordinate second meeting to determine readiness. Continue through this step and the previous step until readiness is attained.	
	Re-convene attendees from step #46 to reassess readiness.	
49	Determine move-in date based on construction status.	
50	Determine Opening Date.	

	FINAL STAGES	
51	Pack	
52	Move-in (Facilities and LMT)	
53	Construction Punch List (Facilities)	
54	Setup Career Center Area (LMT)	
55	Setup Library Area (LMT)	
56	Setup Help Desk Area (LMT)	
57	Install Hardware, software and test equipment prior to opening career center (IT)	
58	Open as a One-Stop	

	POST-OPENING	
59	Post-opening Assessment - " Shake Out Period " - cover items outlined in Reference I	
60	Begin to plan for Grand Opening	
61	Hold Grand Opening	
62	Set goals for evolution to more advanced One-Stop	
63	Write Addendums and/or make changes to the Budget Plan as needed	
64	Plan next steps and ongoing steps for evolution	

One-Stop Implementation Plan
Task Details

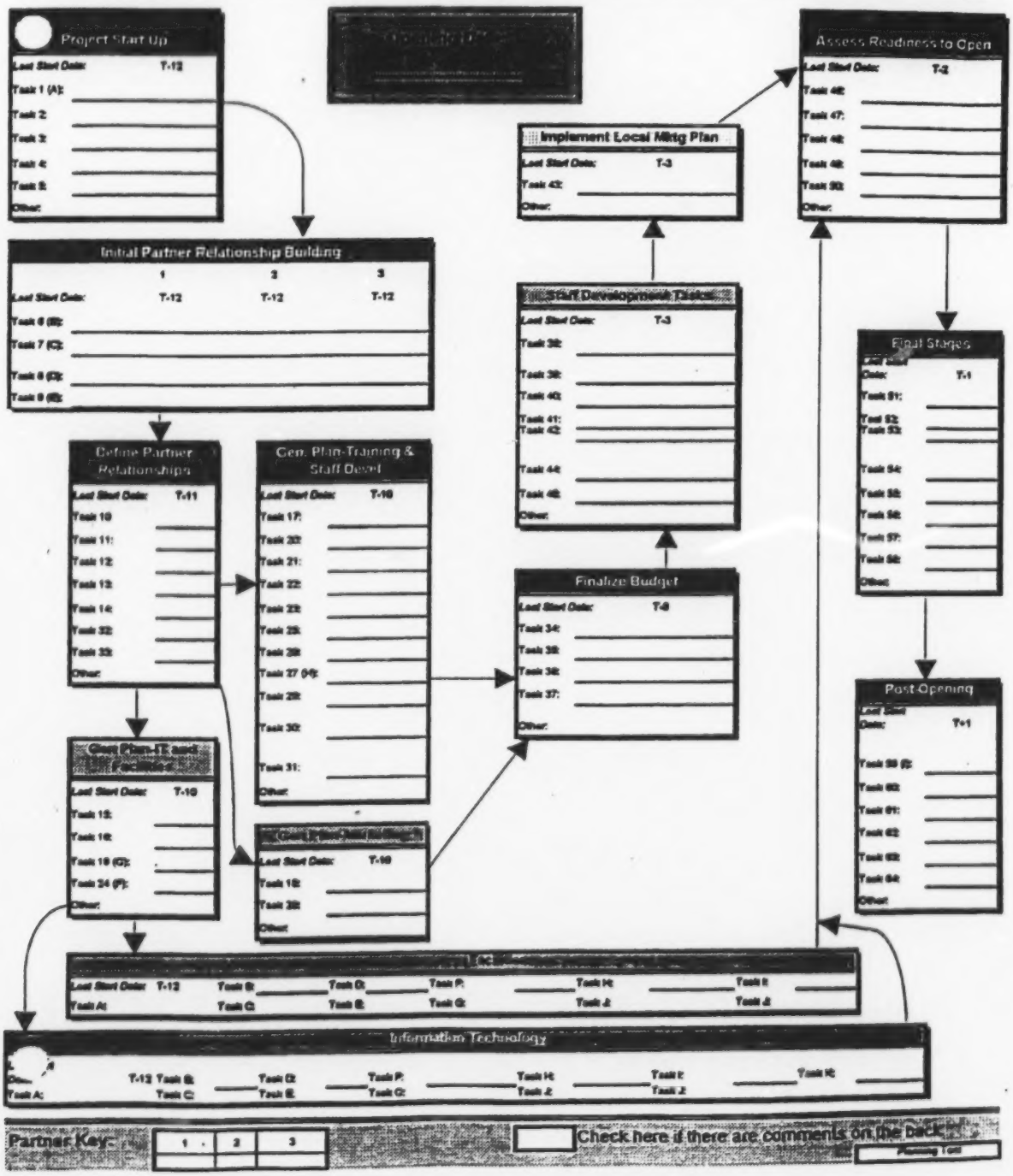
	FACILITIES	
A	Initiate Project	
B	Advertise for site	
C	Site Visit	
D	Site Selection	
E	Property Review Board Approval	
F	Design	
G	L.L. Construction	
H	Carpet Installation	
I	Furniture Installation	
J	Tele/Data Installation	

	INFORMATION TECHNOLOGY	
A	Take Automation direction from Statewide Planning and Automation committees	
B	Determine funding by grant source	
C	Coordinate joint DOL and business partner automation standards	
D	Analyze impact of anticipated automation demands on existing CO I/T resources	
E	Review Facilities career center plan/design	
F	Conduct Technical I/T Automation Survey of Career Center with RD/SDA/JCD and partners	
G	Initiate a DOL-6 for required career center communication equipment - as required	
H	Initiate a DOL-7 to relocate existing career center data circuits - as required	
I	Assign I/T staff to work with RD/JCD, and business partners in developing applications	
J	Meet with RD, SDA, and JCD to review I/T infrastructure budget and their local budget	
K	Coordinate equipment installation work with appropriate vendor and/or I/T staff	

	OTHER TASKS THAT NEED TO BE COMPLETED AT SOME POINT	
	For each partner, negotiate cost-sharing/cost-allocation strategies amongst all partners (Use basic agreements/guidelines) & finalize what will happen when O/S funds are gone.	
	Attend LMI Training (TBA)	
	Attend Performance Measure Training (TBA)	
	Attend Technology Training (TBA)	

Implementation Plan for the _____ One-Stop

Process Flow Chart



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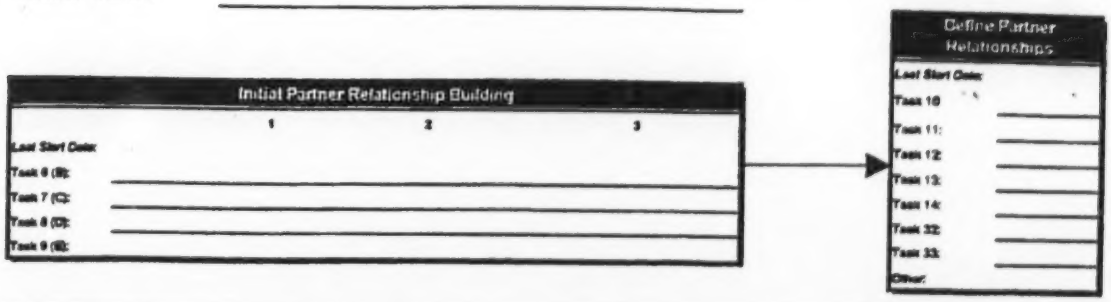
Additional Partners Working With Site Name

Process Flow Chart

Partner Name: _____



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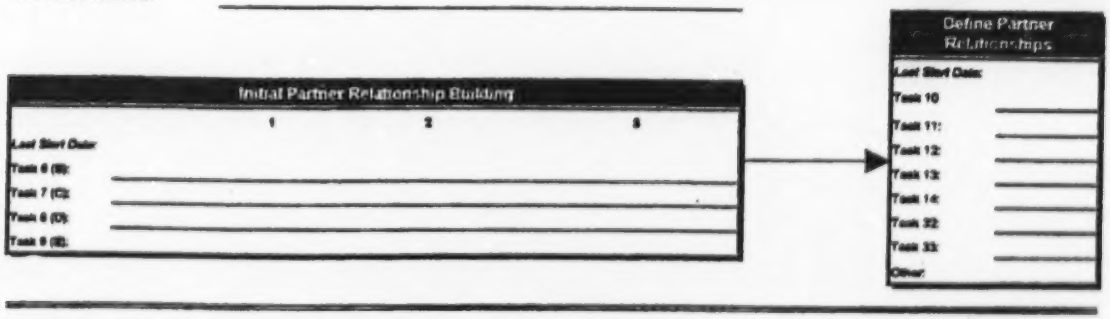

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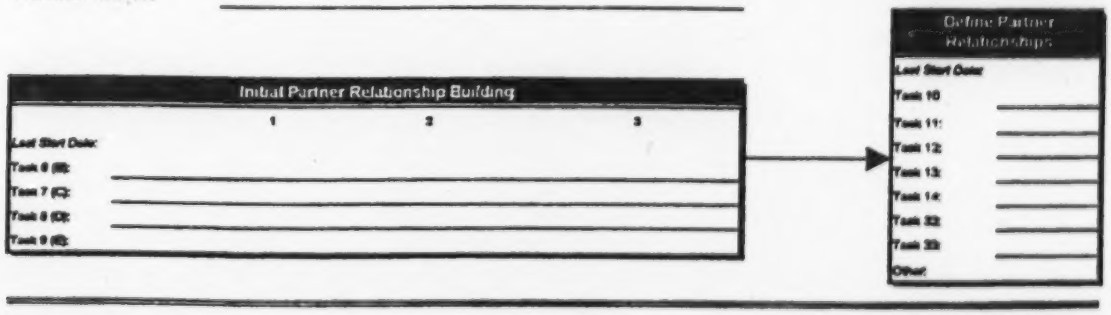
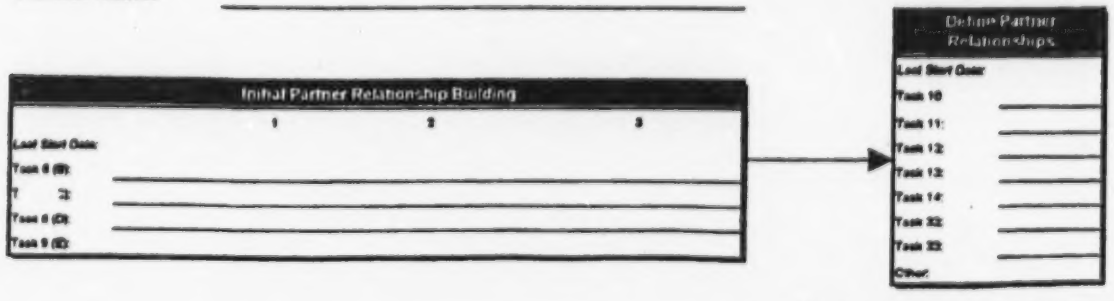


Partner Name: _____



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